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BIOGRAPHICAL SKETCHES—PAPERS ON PRACTICAL EDUCATION—MISCELLANEOUS—EDUCATIONAL INTELLIGENCE—LITERARY AND SCIENTIFIC... 14-18

In Memoriam.

His Royal Highness the Prince Consort.

"Know ye not that there is a PRINCE and a great man fallen this day in Israel?"—2 SAMUEL III. 33.

"Pallida Mors sequo pulsat pede pauperum tabernas REGUMQUE turres."—Horace.

THE heart-ties which bind the inhabitants of the British Empire to Britain's Throne never received so strong or so touching an illustration as in the demise of the PRINCE CONSORT. The event which fills the Royal household with grief, thrills the Empire with consternation, and clothes it in mourning. The griefs of the SOVEREIGN are the sorrows of Her people. She rules them not by the sword of arbitrary power, but by living in their sincere esteem and their best affections. This is no less due to the personal virtues and official acts of THE QUEEN, than to that system of government whose principles and power she personates—a system which gives to law its supremacy, to peasant and noble equal protection, to individual right its immunity, and to public opinion its majesty.

But the qualities and example of the PRINCE CONSORT have contributed not a little to the strong hold which the QUEEN has acquired on the esteem and attachment of her people, nay, of the people of all nations. The purity of his morals as a Christian; his attainments and philanthropy as a scholar and promoter of literature, science, art, and agriculture; his devotion, fidelity, and judgment as a husband and parent; his profound consecration to the dignity and varied interests of his adopted country, all place him among the first of our princely benefactors, and add to the moral magnificence and power of that Throne with which he was so closely identified.

In no part of the wide British Empire is the sorrow for the decease of the PRINCE and sympathy for the bereaved QUEEN and Royal Family, more heartfelt and universal than in the Province of Canada. In no country are the beneficence of British rule and the blessings of the British system of government more manifest, and more truly appreciated than in our own; and in no country are the afflictions of the Monarch more acutely the afflictions of the people than among the people of Canada.

Happy is it for a people when the throne itself is the habitation of righteousness, not only in the principles of its establishment, but in the example of its occupants, who, to the magnificence of external splendour, add the sublimity of a true piety, a spotless morality, a varied intelligence, a Christian philanthropy, and a national patriotism.

HER MAJESTY, at the moment of her bereavement and acutest grief, calling her Royal children around her, and appealing to them for help and co-operation in the responsibilities of the household and duties to the nation, is one of the most touching scenes recorded in history, and exhibits, beyond the power of language to express, the controlling principle and ruling passion of domestic piety and national devotion in the Royal heart.

Never have the morals of the British Throne and of the British Court, shone with a purer lustre, than during the reign of the present SOVEREIGN. Public men can give no stronger proof of real patriotism, or of true fidelity to duty, or confer a greater benefit upon their country, than by an example of morality and virtue, which is the only bond of domestic life—the only cement of public law and liberty—and the vital principle of national progress and civilization.

We subjoin English biographical notices of the lamented PRINCE, and the affecting accounts of his death and burial, chiefly from the London Times:

The Death of the Prince Consort.

After the great calamity which has befallen the Queen and the nation, it is not easy to write with calmness. So sudden and terrible a blow produces a commotion of feelings which almost forbids the ordinary language of respect and sorrow. It is not too much to say, that for the last twenty-four hours the public has been stupified by the calamity which has befallen the highly-gifted man who has been for so many years the Consort of the Sovereign. Nor will the intense feelings called forth by the event be confined to these islands. Wherever throughout the

world the character and influence of the Prince Consort are understood, there will be regret and pity, astonishment and speculation, to the full as much as among ourselves. But let us for a moment, at least, forget, even at this critical time, the world and its doings, and, thinking only of the bereaved wife and the fatherless children who are mourning round the bed of untimely death, let us pay our tribute of sympathy and condolence. The expression of national sorrow is not a vain ceremony in the case of such a man as has just departed. Nor is it, on the other hand, a weak yielding to emotions which are useless, for a people is united and purified by a common regret. For Her Majesty the deepest sympathy will be felt on every side. The life of the Queen and her husband, for nearly twenty-two years, was so calm and happy and domestic, that we had been accustomed to look upon them as realizing that ideal of earthly happiness which, it is said, seldom falls to the lot of Princes. Until within a few months, no severe family loss had troubled the Queen. All her children had lived; she had seen her eldest daughter married to the heir of a great monarchy; another daughter was about to form an alliance prompted by mutual affection; the country, which on her accession was still shaken by political tempests, had become quiet and loyal to a degree which the most hopeful could not have expected; and the Queen had, moreover, the happiness of feeling that in every province of the empire her personal character and that of her Consort were credited with many of the blessings which her subjects enjoyed. The death of the Duchess of Kent, though a heavy blow, was not calculated long to affect the Royal happiness. The departure of the aged is an event to which the mind gradually reconciles itself, and, happily for mankind, new affections spring up to obliterate the trace of past griefs. But in the loss of her devoted husband a dreadful blow has indeed fallen upon our Sovereign. The world in general knew that in public affairs Her Majesty consulted her husband, but it hardly appreciated how constant were the services, how unwearied the attentions, which this position of the Prince Consort involved. For years he hardly ever stirred from the side of the Queen; and, knowing how much the direction of a large family, the management of a great Court, and the administration of public affairs must tax her strength, he gave her his help with an energy, an acuteness, a tenderness, and a solicitude of which there are few examples. He has been cut off just when his mind was most vigorous, his experience verging on completeness; when his children are at the age when a father's authority is more than ever necessary; and, by a singular fatality, at a moment when the country is threatened with a most terrible conflict.

PARTICULARS OF THE SAD EVENT.

It is no intrusive curiosity which the nation feels with respect to the last days of the Prince Consort, and it is with no desire to satisfy such a curiosity that we endeavour to give some account of that sad time; but the sorrows of Her Majesty have called forth such deep sympathy that it is but due to the public to acquaint them with events in which they take so lively an interest. We are the more willing to do so, since, with the announcement of the Prince's death, we can happily give the assurance of our bereaved Queen's health being good, and that she supports her great affliction with admirable fortitude. The Prince Consort was taken ill some twelve days since. Symptoms of fever, accompanied by general indisposition, made their appearance. For some days the complaint was not considered to be serious; but from the early part of last week the medical men in attendance, and the persons about the Court, began to feel anxious. It became evident that, even if the disorder did not take a dangerous turn, a debilitating sickness would at least confine the Prince for some time to the palace. It need not be said that no statement was made which could unnecessarily alarm Her Majesty or the public. It was not till Wednesday, when the fever had gained head and the patient was much weakened, that the first bulletin was issued, and even then it was said that the symptoms were not unfavourable. In short, it was considered to be an ordinary though severe case of gastric fever, from which a person of the Prince's age and strength, aided by the skill of the first physicians in the country, might be reasonably expected to recover. It is said that as early as Wednesday morning the Prince expressed his belief that he should not recover. On Thursday no material change took place in his condition, and on Friday morning the Queen took a drive, having at that time no suspicion of immediate danger. When, however, Her Majesty returned to the Castle the extremities of the patient were already cold, so sudden had been the fresh access of the disorder. The alarming bulletin of Friday was then published. From that time the state of the Prince was one of the greatest danger. On Friday evening it was thought probable that he would not survive the night, and the Prince of Wales, who had been telegraphed for to Cambridge, arrived at the Castle by special train about 3 o'clock on Saturday morning. All night the Prince continued very ill, but in the forenoon of Saturday a change

for the better took place. Unhappily, it was only the rally which so often precedes dissolution, but it gave great hopes to the eminent physicians in attendance, and was communicated to the public as soon as possible. The ray of hope was fated soon to be quenched. About 4 o'clock in the afternoon a relapse took place, and the Prince, who from the time of his severe seizure on Friday had been sustained by stimulants, began gradually to sink. It was half-past 4 when the last bulletin was issued, announcing that the patient was in a critical state. From that time there was no hope. When the improvement took place on Saturday it was agreed by the medical men that if the patient could be carried over one more night his life would in all probability be saved. But the sudden failure of vital power which occurred in the afternoon frustrated these hopes. Congestion of the lungs, the result of complete exhaustion, set in, the Prince's breathing became continually shorter and feebler. Quietly and without suffering he continued slowly to sink, so slowly that the wrists were pulseless long before the last moment had arrived, when, at a few minutes before eleven, he ceased to breathe, and all was over. He was sensible, and knew the Queen to the last. An hour after and the solemn tones of the great bell of St. Paul's—never tolled except on the death of a member of the Royal family—told all the citizens how irreparable has been the loss of their beloved Queen, how great the loss to the country.

AFFECTIONATE SOLICITUDE OF THE QUEEN AND HER CHILDREN.

It must have cheered the last moments of the illustrious patient to see his wife and nearly all his children round his bed. The Princess Royal, who is at Berlin, was prevented by recent severe indisposition from travelling. Prince Alfred is serving on board his ship on the other side of the Atlantic; but the Prince of Wales and the Princess Alice were by his side, together with several of the younger members of the family.—The Queen's attention to her royal consort has been most exemplary and unceasing. As his disorder approached its crisis, the Prince could not bear her to leave the room, and was impatient for her return. The Queen and the Princess Alice sat up with him the whole of Friday night. About 3 o'clock they were joined by the Prince of Wales, who remained with them during the rest of their mournful vigil. A gentleman who has seen the corpse, informs me that the features have more than the usual pallor of death. The face, always composed and statuesque in expression, is wonderfully calm, placid, and peaceful in death. It is as if the figure had been suddenly transmuted into the whitest alabaster. Of the devotion and strength of mind shown by the Princess Alice all through these trying scenes it is impossible to speak too highly. Her Royal Highness has, indeed, felt that it was her place to be a comfort and support to her mother in this affliction and to her dutiful care we may perhaps owe it that the Queen has borne her loss with exemplary resignation, and a composure which under so sudden and so terrible a bereavement could not have been anticipated.

TOUCHING AND NOBLE CONDUCT OF THE QUEEN.

This fact will, we are sure, give the greatest satisfaction to the country, and we may add that, after the death of the Prince, the Queen, when the first passionate burst of grief was over, called her children around her, and, with a calmness which gives proof of great natural energy, addressed them in solemn and affectionate terms, which may be considered as indicating the intentions of a sovereign who feels that the interests of a great nation depend on her firmness. Her Majesty declared to her family that, although she felt crushed by the loss of one who had been her companion through life, she knew how much was expected of her, and she accordingly called on her children to give her their assistance, in order that she might do her duty to them and to the country. That Her Majesty may have health and strength to fulfil these noble intentions, and that she may live many years in placid cheerfulness and peace of mind, alleviating the recollection of her loss by sharing the happiness of her children, will be the earnest prayer of all her subjects.

CHARACTER AND INFLUENCE OF THE PRINCE CONSORT.

The nation has just sustained the greatest loss that could possibly have fallen upon it. Prince Albert, who a week ago gave every promise that his valuable life would be lengthened to a period long enough to enable him to enjoy, even in this world, the fruit of a virtuous youth and a well-spent manhood, the affection of a devoted wife and of a family of which any father might well be proud,—this man, the very centre of our social system, the pillar of our State, is suddenly snatched from us, without even warning sufficient to prepare us for a blow so abrupt and so terrible. We shall need time fully to appreciate the magnitude of the loss we have sustained. Every day will make us more conscious of it. It is not merely a prominent figure that will be missed on all public occasions; not merely a death that will cast a permanent gloom over a reign hitherto

to so joyous and so prosperous :—It is the loss of a public man whose services to this country, though rendered neither in the field of battle nor in the arena of crowded assemblies, have yet been of inestimable value to this nation,—a man to whom more than any one else we owe the happy state of our internal polity, and a degree of general contentment to which neither we nor any other nation we know of ever attained before.

THE MARRIED LIFE OF THE ROYAL PAIR.

Twenty-one years have just elapsed since Queen Victoria gave her hand in marriage to Prince Albert of Saxe-Gotha. It was an auspicious event, and reality has more than surpassed all prognostics, however favourable. The Royal marriage has been blessed with a numerous offspring. So far as it is permitted to the public to know the domestic lives of Sovereigns, the people of these islands could set up no better model of the performance of the duties of a wife and mother than their Queen; no more complete pattern of a devoted husband and father than her Consort. These are not mere words of course. We write in an age and a country in which the highest position would not have availed to screen the most elevated delinquent. They are simply the records of a truth perfectly understood and recognized by the English people.

THE PRINCE'S GOOD SENSE AND TRUE NOBLENES OF CHARACTER.

It has been the misfortune of most Royal Personages that their education has been below the dignity of their position. Cut off by their rank from intimate association with young persons of the same age, they have often had occasion bitterly to lament that the same fortune which raised them above the nobility in station had sunk them in knowledge and acquirements. Thanks to the cultivated mind and sterling good sense of the Prince Consort, no such charge will be brought against the present generation of the Royal family of England. Possessing talents of the first order, cultivated and refined by diligent and successful study, the Prince has watched over the education of his children with an assiduity commensurate with the greatness of the trust, and destined, we doubt not, to bear fruit in the future stability of our reigning family and its firm hold on the affections of the people. Had Prince Albert done no more than this, had he limited his ambition to securing the happiness of his wife and children, this country, considering who his wife and children are, would have owed him a debt which the rank he occupied among us, and the material and social advantages attached to it, would have been quite inadequate to repay. But there is much more which the Prince has done for us. It was a singular piece of fortune that the Queen should find in a young man of twenty years of age one whom a sudden and unlooked-for elevation could not elate, nor all the temptations of a splendid Court and a luxurious Capital seduce; who kept the faith he had pledged with simple and unswerving fidelity, and in the heyday of youth ruled his passions and left no duty unperformed. But it is still more singular that in this untutored youth the Queen should have found an adviser of the utmost sagacity, a statesman of the rarest ability and honesty of purpose. Perhaps all history cannot afford an instance of the performance of high and irresponsible but strictly limited duties, with a dignity and singleness of intention comparable to that which has made illustrious the reign of Queen Victoria.

THE QUEEN A RARE EXAMPLE OF A TRULY CONSTITUTIONAL SOVEREIGN.

The Constitution of England has this inherent defect,—that the powers intrusted to each of the Estates of the realm are so great and ample that it is difficult for their possessors to resist the obvious temptation of employing them to obtain more. The long reign of George the Third was devoted to a struggle of this nature, and to the pursuit of this chimera the interests of the nation and of the Crown itself were repeatedly and ruthlessly sacrificed. It has been the peculiar merit of this reign that the Crown has uniformly shown itself superior to this vulgar ambition. It has comprehended that the powers of the Crown are held in trust for the people, and are the means, and not the end of government. For this enlightened policy, which has entitled the Queen to the glorious distinction of having been the most Constitutional Sovereign this country has ever seen, we are indebted to the wise counsels, sterling good sense, and thorough honesty of the Prince. Recognizing in him, not only a person united to her by the nearest and dearest of all earthly relations, but one on whom the happy fortune of this country had bestowed extraordinary talents, Her Majesty found in her husband a wise and true counsellor, and rose far superior to the petty jealousy which might have prevented a mind of less elevated cast from availing itself of such invaluable services. The result has been a period of progress and prosperity quite unequalled even in what may fairly be called the happy and glorious history of England. The rancour of contending parties has never assailed the Crown, because all have felt alike that they were treated with the most loyal impartiality.

Any one who would thoroughly appreciate the degree of merit which this impartiality implies should study the history of our Colonies under their Constitutional Government, and observe how impossible the ablest Governors have found it to maintain that impartiality between rival leaders which during the reign of the Queen has never been forgotten for a moment. If faction has almost died away among us, if the nation is united as it never was united before, it is because every shade of opinion has had full and fair play, and the powers of Government have not been perverted to oppress one side or unduly to elevate the other. In the Prince, notwithstanding his German education, we have had as true an Englishman as the most patriotic native of these islands. He has had the sagacity to see and feel that the interests of his family and his dynasty had claims upon him superior to any other, and at no period has our foreign policy been less subject to the imputation of subservience to foreign interests and relations than during the last twenty years.

THE PRINCE AS A GREAT INDUSTRIAL REFORMER.

We have hitherto spoken of the manner in which the Prince has acquitted himself of the duties which may be said to have been cast upon him in virtue of his position as husband to the Queen. We have yet to speak of another duty which he may be said to have assumed of his own accord. As a foreigner of cultivated taste and clear judgment he saw defects in us which our insular pride probably had prevented us from discerning in ourselves. He saw that our manufactures, with all their cheapness and durability, were strangely wanting in the graces of colour and form, and that the whole life of the nation, public and private, had something of a sordid and material tint. The Prince set himself to correct these evils with indefatigable diligence; he laboured to create the Great Exhibition of 1851, and has been the principal patron of those public establishments which are giving a new impulse to the Arts of Design, and are probably designed to regenerate the taste of the country, and bring our powers of decoration to a level with our astonishing fertility of creation. Even now there is rising under his auspices in a suburb of this metropolis a building destined to receive the products of the industry of all nations, and to give, we doubt not, a fresh impulse to the creation of whatever may serve for the use and enjoyment of mankind. But, while we are on every side reminded of the benefits which the Prince Consort has been the means of diffusing among us, their author is no more. In the prime of manhood, in the zenith of his great intellectual capacity, in the midst of a career of unbounded usefulness, the Consort of the Queen has been stricken by the hand of Death. Now and for long to come the heart of Her Majesty can find room but for a single thought; but when the first agony has spent itself, we trust that it may suggest some slight conclusion to reflect that she as implicitly commands the sympathy and sorrow as she has always commanded the loyalty and affection of the subjects who have had the happiness to live under her rule, and to be instructed by her example.

POLITICAL EFFECT OF THE DEATH OF THE PRINCE.

The death of the Prince Consort has come upon the nation with an unexpectedness which defeats every preparation of thought or of feeling. In a moment every loyal subject of this realm—and who is not loyal?—is driven to his memory for examples, and to his forethought for consequences, and can find none. It is the sudden extinction of a light, and an interval must elapse before we can penetrate the darkness. The inseparable friend and adviser, and, in the course of nature, the mainstay and staff of the crown, is suddenly wrenched away, and there is not a man in the country who would venture to boast that he had considered the contingency, and was prepared with anticipations. The Prince Consort himself was the only man, as it seems, who had within him the presentiment of what was to happen. For more than twenty years his name has been every day before the public, combining in a singularly uniform routine works of public utility with dutiful devotion to his wife and sovereign. Though precluded from public discussions and seldom brought face to face either with general society or the world in a still larger sense, he has yet been more prominently and unintermittingly before the British people than any other man in these isles. Instead of fretting, as others might have done, against the constitutional etiquettes which met him on every side, he found a compensation in that world of art and science, and won for himself there a noble realm, of which even death cannot deprive him. At this moment it is impossible to say how much awaits the decision of his fate and the exercise of his skill, to select or to arrange. Yet these were only trifles of the hour in comparison with the office of comforting and sustaining the heart of a woman to bear the mightiest empire in the world. We have only to look round at the host of men among us, and a glance will remind us how few, even of them, would endure the monotony, the restraint, the self denial and subjection of will necessary for such a position. Prince Albert has

discharged it for twenty-one years without a fault. It is hard to say which most to admire—his goodness, his wisdom, or his fortune. In no respect has he been wanting to his difficult post, and we should have to ransack forgotten stories for a hint that he had exceeded its duties. All at once he is gone, and by what precedent shall we frame the terms of our loss? England once lost a boy king, of whose virtues we read much from his tutors and guardians; she has several times lost the heir to the throne while in the midst of progresses and pageants, gayeties and intrigues; she has lost royal cyphers and children of promise; she has lost statesmen in mid career, or baffled and heart-broken. The hand of the assassin has sometimes added wrong and horror to a national loss. Forty-four years ago, in a day of darkness, when discontent and disloyalty had taken root in the land, and there seemed but one solitary pathway of light to a purer atmosphere and to happier times, it was suddenly extinguished, and all the hopes of the nation were borne to the tomb. It is not easy to compare the fulfilment with the hope, things known and things unknown; but for the suddenness and blankness of the loss, and for the dismay struck into every thoughtful mind, there can be no nearer parallel than the death of the Princess Charlotte and her child, in 1817, and that of Prince Albert in this already fatal year.

THE PRINCE OF WALES AND HIS FATHER'S DEATH.

If anything could increase the respect which the bereaved family now command, it would be the devotion with which all its members have endeavoured to aid and comfort the Queen in her affliction. We believe the Prince of Wales has not fallen short of his sister, the Princess Alice, in this respect, and that he has already taken his place by his mother's side, as her stay and support in her distress. We have, indeed, as a people, every reason to hope that this good beginning may be followed by a career equally meritorious, and that, as the Queen has, within a few hours of his father's death, endeavoured to associate him with her in the arduous work of the British Monarchy, the Prince may feel all the solemnity of his position, and fit himself for the part to which he is destined. It must be obvious that for the Prince of Wales the period of nonage is past. Though legally a minor until November, 1862, his Royal Highness is nearly as old as his father was at his marriage, and more than two years older than his mother was when she ascended the Throne. If we add to this that he has been specially educated to wear the British Crown, to which he has been Heir Apparent from his birth, and that he has had opportunities of seeing the world which were denied to his parents, not to speak of their predecessors of the House of Hanover, the Prince ought now to shew the faculties which will make a good King. It is, no doubt, a sudden change which has come upon him. But a few days ago he was a youth at the University, without a thought of public life, and now he finds himself on the steps of the Throne as its first friend and counsellor. From being restrained even beyond what is usual at his age by the care of a prudent father, he finds himself to some extent the head of his family—at any rate, its oldest male representative, and in some sense the guide of his younger brothers and sisters. The destiny of one so young is, indeed, a great one, but it is at the same time weighted with the heaviest cares. To bear these cares the Prince must now make up his mind, if he wishes to gain the affection and esteem of the country. The national good will is not to be obtained without some sacrifices, and the Prince has before him, as in the fable, two paths—those of duty and pleasure. The next few months will decide whether he is to stand in popular estimation where his late father stood—whether in the King who is to rule over us we are to look for one who, like his parents, will take an interest in all that benefits his people, and will show ability and energy in the study of it, or one who will only receive the conventional respect which belongs to his rank and office. Exposed to many temptations, his Royal Highness must resolve to earn public applause by resisting all that will draw him from the side of a mother and a Queen who requires his help, and from the service of a nation which needs every counsellor it can find.

THE PRINCE OF WALES—THE HOUR OF HIS DESTINY.

Her Majesty herself, with her accustomed readiness and composure, appealed at once to her family to undertake the great charge thus suddenly thrown upon them. In that family there are two upon whom the eyes of all England will naturally be attracted at this juncture. The Prince of Wales is rapidly approaching the age when a man is held to be capable of every responsibility, and by the measure of years he should now be as competent to assist his mother as the Prince Consort when he assumed that duty. He has been so educated as to bring him into contact with a large variety of men, of minds, of peoples and of manners. By a happy forethought he has visited the very nation that now threatens to escape from worse difficulties by a war with its mother country. If the Prince of Wales

is ever to be a wise and good sovereign, he will now be a wise and good son; and if he will ever feel any call to devote himself to his country as his parents have done, he will feel it now. This is the time for that self-sacrifice on which the greatness of a crown, as well as the glory of a statesman, a soldier or a priest must be founded. This, indeed, is the occasion such as historians and dramatists have loved to describe in the lives of their favorite princes, when the Prince of Wales will have to make a solemn choice between a life of frivolity, perhaps of trouble and misery, and a reign of usefulness, to make his name blessed for ever. He must resolve, if he would do; and renounce if he would win. It is an awful thing to say "now or never," but experience proves that they who reject the first solemn call are seldom more affected by any that come after. From all accounts the Princess Alice has shewn herself fully equal to the occasion, receiving her dying father's confidence and giving her mother timely comfort and aid. That the Queen should gather her family around her, and address them at such a time, for such a purpose, itself proves her confidence in them. That all, and above all the Prince of Wales, may be deserving of that confidence, is now the prayer of this great country. We know not how much the destinies, not only of the British empire, but of the whole human race, depend on the youthful prince of whom we have seen so much yet seem to know so little. Like the rest of us, he has position, and honour, and power to win. He may be a true king or a shadow of royalty; and by the laws of human nature and testimony of experience, the decision is to be made this very hour.

THE QUEEN AT THIS GREAT CRISIS OF HER LIFE.

But the Queen, if we are rightly informed, shows herself at this supreme crisis of her life worthy of her high station. As if her own experience and penetration led her to divine what no one at such an hour could obtrude upon her, the Queen has declared that the present is the time which will not admit of mournful inaction, and that it is her duty to attend without delay to public business. That Her Majesty should be capable of such an effort will gratify every one; but it need not be a matter of surprise. Even in ordinary life nothing is more common than to see women who during marriage have been accustomed to depend wholly on their husbands, and who have thought it impossible that they could ever face the rough struggles of the world, assuming in their widowhood a courage and independence of character seemingly foreign to their natures. The singular powers of mind possessed by the late Prince Consort induced the Queen to confide to him many duties, both public and domestic, because he could perform them more efficiently than herself, particularly during a period of her life when she was necessarily withdrawn at intervals from the world, and always much engrossed with family duties. But now Her Majesty has the strength and the knowledge to undertake public business herself. Though relieved much from the labors of Royalty during 22 years of married life, she has acquired an experience which will make her resumption of them not difficult. And to this it may be added, that the advance in years of her elder children will lessen the merely household cares which have hitherto pressed upon her, and leave more time for the study of public questions. Having, no doubt, these considerations in her mind, the Queen has, we are happy to say, already begun to dissipate the sad remembrance of her loss by attention to matters of public importance. With a feeling which we readily understood and appreciated, the Queen had more especially set herself to the task of mastering those subjects in which the late Prince Consort took an interest, believing it to be the best mode of shewing devotion to his memory. We may therefore hope that even those matters of national concern in which the Prince's judgment and good taste were particularly useful will not suffer so much as was feared by his loss. But in this hour of political suspense there are questions of still greater importance to be thought of, and it is indeed satisfactory to the country to know that we have on the throne a Sovereign whose nerves have been braced rather than paralyzed by the chill of adversity.

UNIVERSAL SORROW FOR THE PRINCE CONSORT, AND SYMPATHY FOR THE QUEEN.

If the Royal House of England required any new proofs of the nation's profound respect and affection, it would have found them in the manifestations of the last three days. Never in our remembrance has there been such universal sorrow at the death of an individual, and such deep and anxious sympathy with those left behind. The public have expressed not merely the conventional regret which attends the death of Princes, but the real pain which they felt at hearing that a man of activity and genius, with high purposes and with the opportunities and the energy for realizing them, had been suddenly cut off in the vigour of life and in the full career of usefulness. But it need hardly be said that anxiety for the Queen has had much to do with the general sorrow for the

Prince's death. It was well known that during their whole married life Her Majesty had been very much guided by the Prince, and that for the last few years, after his own judgment had ripened and his acquaintance with affairs had become more extended, he had been able to take from his Consort the heaviest cares of her position.

The London Correspondent of the *Manchester Guardian* says, "I remember many mournings that deserve to be called national. I witnessed the sorrow of the capital when Sir Robert Peel was cut off by an untimely fate; the more composed regret with which London received the tidings of the death of the great Duke, in the fulness of his years and honours; but I never saw such all-pervading grief and sympathy as were yesterday apparent when the sorrowful news became known. But one sentiment was apparent throughout England—that of deep sympathy for the Queen and regret for the death of one so universally beloved."

THE NEWS IN FRANCE, AND THE FEELING OF THE FRENCH COURT.

In Paris the Prince's death caused a great sensation, and all the papers unite in expressions of sympathy. The *Moniteur*, after announcing the sad event, adds that "the Emperor, the Imperial family and the whole of France, will mingle their regret and grief with the royal family and the English nation. The Imperial Court has gone into mourning, all festivities at the Tuilleries having been countermanded. On receipt of the sad news at Paris, the standard which floats on the Tuilleries was immediately lowered half mast. The Empress wrote an autograph letter of sympathy to the Queen, and in the evening the Emperor despatched an aid-de-camp with an autograph letter of condolence.

M. EDMOND ABOUT ON ENGLAND'S MOURNING.

The popular French writer, M. Edmond About, is at present a contributor to the *feuilleton* of the *Constitutionnel*. A late No. of that journal has the following passage, which bears his signature:—"Have you marked that phrase in the official publication of the English Government after the death of Prince Albert? 'It is expected, that all persons will assume a decent mourning.' This is neither a decree nor an ordinance, nor a command sent down from on high; it is a simple appeal to public sympathy, and at the same time a reminder of a social obligation. There is in the formula a mingling of dignity, confidence, and familiarity. You feel, from the very first word, that the dynasty which speaks is in the most courteous, if not the most intimate relations with its subjects; that no one disputes its rights; that it has no declared enemies in the nation; that it may rely, on all occasions, upon that loyalty without meanness, which the English display with a sort of coquetry. You perceive a Queen who reigns and who does not govern; a people which manages its own affairs, and fears all the less to appear humble and submissive because it is sure to remain free; a country of tradition, of decency, and of decorum, governed by manners even more than by laws. We, of course, are proud of being French—that is all settled. But there must pass away many years before our political manners are elevated to the high tone of those of England. Nothing is more unequal, more capricious, less logical, than our relations with the men who govern us. The French people conduct themselves towards monarchy as towards a mistress. We embrace it, we beat it, we put it out of doors—we seek it out next day and cling around its knees. Yesterday we could find no name foul enough for it; to-day we flatter it, not without blushing at our present baseness and our past violence."

MOURNING OF THE PRUSSIAN COURT.

At Berlin the news was received with strong manifestations of popular sympathy and sorrow, while the King hastened to offer such consolation as he might to the Princess Royal, subsequently visited the English Envoy, and ordered the court to go into mourning immediately.

Particulars relating to the Funeral & Royal Family.

The preparations for the funeral of the Prince Consort at St. George's, Windsor, were commenced immediately after his death. The chapel was entirely draped in black cloth. The Queen intends erecting a mausoleum at Frogmore, near to that of the Duchess of Kent, but much more splendid.

According to custom, the body was interred in four coffins, the inner one or shell being of polished mahogany cased outside with lead, then an outer, plain, but very massive coffin of mahogany; over all comes the state coffin or case, of crimson velvet and with massive silver ornaments. On the leaden coffin there is also a massive silver plate, with the following inscription:—

"Depositum
Illustrissimi et Ocellissimi Alberti,
Principis Consortis,
Ducis Saxonie
De Saxe Coburg et Gotha Principis,
Nobilissimi Ordinis Pericelidii Equitis.
Augustissimæ et Potentissimæ Victorie Regine
Conjugis percarissimi,
Obiit die decimo quarto Decembris MDCCCLXI.,
Anno ætatis sue XLIII."*

The outer mahogany coffin simply bears a silver plate with the name of the Prince and the date of his birth and that of his death. On the State coffin there is the customary silver plate bearing an inscription similar to that on the leaden coffin. On the outer State coffin there is an exceedingly rich and very elaborate case. At the head of the coffin is fastened a massive silver crown in high relief. This is the crown the Prince was entitled to wear as Prince Consort and much resembles that of the imperial house of Austria. In the centre of the coffin there is another massive silver plate with the inscription. At the foot there is the insignia of the Garter, in silver. On the coffin, during and after interment, two heraldic crowns were laid—that of his Royal Highness as Prince Consort, and his crown as Duke of Saxe Coburg and Gotha.

In a letter, written by the command of the Queen, it is stated that the only consolation she hopes to find during the rest of her life, under her sad and hopeless bereavement, is to endeavour to carry out the wishes and intentions of her beloved husband.

The Queen, attired in the deepest mourning and widow's cap, left Windsor in the strictest privacy, and proceeded to the South-Western Railway Station. None were on the railway platform except Lord Alfred Paget—not even a royal servant was allowed to be in attendance. The Prince of Wales and the Princess Alice and Princess Helena accompanied Her Majesty. Immediately the Queen left Windsor, the Royal Standard was lowered, and the Union Jack hoisted half-mast high, as the Prince held the office of Constable or Governor of the Castle.

THE YOUNG PRINCE LEOPOLD.

The *Independance Belge* publishes the following:—"Cannes, Dec. 18.—The news of the death of Prince Albert reached the young Prince Leopold, his son, in the midst of circumstances so melancholy and sad that they could not fail to increase the horrors of the catastrophe. Taking advantage of a charming morning the young prince had gone out to sea to indulge in his favourite pastime of fishing. In returning to his villa he observed the countenance of his principal servant to be overcast and that there were tears in his eyes. The cause of this grief was not the death of Prince Albert, which was then unknown, but the death of his governor, General Bowater, who had just died in the chamber adjoining Prince Leopold's. At the news of this loss the poor boy wept bitterly. Almost at the same moment there appeared at the end of the hall a commissioner of the telegraph, bringing a telegraphic despatch. It was addressed to the general, who was then lying dead. The envelope was opened; it contained the fatal news,—'Prince Albert is dead!' His Royal Highness was at once taken into his room, and I assure you that it is impossible to give any idea of the desolation of this young child, thus smitten in his tenderest affections. 'My mother! I must go to my mother,' he cried in sobs. 'My mother will bring back him whom you say has been taken from me—I want my mother.' Some seconds afterwards they took him away altogether from the mournful and desolate-looking house, to the nearest hotel, the Hotel de Bellevue. Shortly after, an English officer arrived from England, charged, it is said, with the duty of taking the disconsolate orphan back to England."

THE PRINCE CONSORT'S LAST DAY.

A correspondent of the *Record* says:—"I saw in the *Times* that the Hon. Baptist Noel had said, in a recent speech, that he had heard that the clergyman whose ministry the Royal Family attended at Osborne was a good man, and that the more faithful his sermons the more was he thanked for them by the late Prince. I see, too, that the author of 'Heaven our Home,' writes that his book has been noticed by a wish from Windsor to know the author, and this only a short time ago; a very striking fact. And a letter from a nobleman who attended the Prince to the last, has the following

* (Within is) Deposited (the body)
Of the Most Exalted and Illustrious Albert,
Prince Consort,
Duke of Saxony,
Of Saxe-Coburg and Prince of Gotha,
Knight of the Most Noble Order of the Garter;
The most tenderly beloved Husband
Of the Most August and Most Powerful Victoria, Queen.
He died on the 14th day of December, 1861.
In the 43rd year of his age.

sentence in it:—"The Prince continually repeated on his death bed that exquisite hymn of Toplady's—

'Rock of Ages, cleft for me,
Let me hide myself in Thee.'

Surely, then, we need not mourn for the illustrious dead as those without hope; and living as he died, what an example he has left his family!" The *Advertiser* narrates an incident connected with the last sermon before the Court at Balmoral. The preacher was the Rev. Wm. Stewart, of Edinburgh. He discovered, to his great discomfort, just as he entered the pulpit, that he had left at home the manuscript of the sermon. It happily occurred to him, that he had recently written a sermon from the text, "Prepare to meet thy God," which he had closely committed to memory. He accordingly preached the sermon in question, with great fluency and power. Her Majesty and the late Prince Consort were so much struck with the discourse, that they sent a message to the Preacher, expressing the pleasure with which they had listened to it, and requesting to be favoured with a sight of the manuscript. The manuscript was of course at once forwarded to the Court, and immediately afterwards a second Message was sent to the Preacher by the Queen and the Prince, desiring that it should be published. It has been so, and is in extensive circulation in Scotland. What an awful appropriateness, so far as regards the late lamented Prince, was Mr. Stewart's text: "Prepare to meet thy God!"

Funeral of His late Royal Highness the Prince Consort.

PRINCE, this clay must be your bed,
In spite of all your towers;
The grave, the wise, the reverend head,
Must lie as low as ours!—*Dr. Watts.*

THE EVENT ITSELF—SOLEMNITY OF WINDSOR.

Yesterday (Dec. 23), with little of the pomp and pageantry of a State ceremonial, but with every outward mark of respect, and with all the solemnity which befitted his high station and his public virtues, the mortal remains of the husband of our Queen were interred in the last resting-place of England's Sovereigns—the Chapel Royal of St. George's, Windsor. By the express desire of His Royal Highness, the funeral was of the plainest and most private character; but in the Chapel, to do honour to his obsequies, were assembled all the chiefest men of the State; and throughout England, by every sign of sorrow and mourning, the nation manifested its sense of the loss which it has sustained. Windsor itself wore an aspect of the most profound gloom. Every shop was closed and every blind drawn down. The streets were silent and almost deserted, and all who appeared abroad were dressed in the deepest mourning. The great bell of Windsor Castle clanged out its doleful sound at intervals from an early hour, and minute bells were tolled also at St. John's Church. At the parish-church of Clewer and at St. John's there were services in the morning and afternoon, and the day was observed throughout the royal borough in the strictest manner. The weather was in character with the occasion,—a chill, damp air, with a dull leaden sky above, increased the gloom which hung over all.

THE MOURNFUL PROCESSION TO ST GEORGE'S CHAPEL.

Shortly after eleven o'clock, a guard of honour of the Grenadier Guards, of which regiment His Royal Highness was colonel, with the colours of the regiment shrouded in crape, marched in and took up its position before the principal entrance to the Chapel Royal. Another guard of honour from the same regiment was also on duty in the Quadrangle at the entrance to the State apartments. They were speedily followed by a squadron of the 2nd Life Guards dismounted, and by two companies of the Fusilier Guards, who were drawn up in single file along each side of the road by which the procession was to pass, from the Norman gateway to the Chapel door. The officers wore the deepest military mourning,—scarves, sword-knots, and rosettes of crape. In the Home Park was stationed a troop of Horse Artillery, which commenced firing minute-guns at the end of the Long Walk, advancing slowly until it reached the Castle gates just at the close of the ceremony. The Ministers, the officers of the Queen's Household, and other distinguished personages who had been invited to attend the ceremonial, began to arrive at the Chapel Royal soon after eleven o'clock. The Earl of Derby, the Archbishop of Canterbury, Earl Russell, and the Duke of Buccleuch, were among the first to make their appearance, and as they alighted at the door of the Chapel they were conducted to the seats appointed for them in the choir.

In the great Quadrangle were drawn up the hearse and the mourning coaches, and, all the preparations having been completed within the Castle, the procession began to be formed shortly before

twelve o'clock. The Prince of Wales and the other Royal mourners assembled in the Oak Room, but did not form part of the procession. They were conveyed to the Chapel in private carriages before the coffin was placed in the hearse. In the first carriage were the Prince of Wales, Prince Arthur, and the Duke of Saxe Coburg. The Crown Prince of Prussia, the Duke of Brabant, and the Count of Flanders followed in the next; and in the others were the Duc de Nemours, Prince Louis of Hesse, Prince Edward of Saxe-Weimar, and the Maharajah Dhuleep Singh, with the gentlemen of their respective suites. Scarcely had they alighted at the door of Wolsey's Chapel, from which they were conducted through the Chapter Room to the door of the Chapel Royal, to be in readiness to meet the coffin, when the first minute gun fired in the distance, and the rattle of the troops reversing arms, announced that the procession had started; and exactly at twelve o'clock the first mourning coach moved from under the Norman gateway. First came nine mourning coaches, each drawn by four horses, conveying the physicians, equerries, and other members of the household of the late Prince. In the last were the Lord Steward (Earl St. Germans), the Lord Chamberlain (Viscount Sidney), and the Master of the Horse (the Marquis of Ailesbury). The mourning coaches were followed by one of the Queen's carriages, drawn by six black horses, and attended by servants in State liveries, in which was Earl Spencer, carrying the Prince Consort's crown, and Lord George Lennox, carrying the baton, sword, and hat of his late Royal Highness. Next, escorted by a troop of the 2nd Life Guards, came the hearse, drawn by six black horses. On the housings of the horses and on the sides of the hearse were emblazoned the scutcheons of Her Majesty and of the Prince, each surmounted by a crown, the Prince's arms being in black and Her Majesty's in white. The procession was closed by four mourning State carriages.

Slowly the cortege wound round the base of the Round Tower into the Lower Ward, and every head was reverently bared as the hearse passed by. There was no military music; the distant boom of the minute guns, and the mournful knell of the Castle Bell were the only sounds which broke the silence of the scene. Though the distance to be traversed was so short, it was not until 20 minutes past 12 o'clock that the hearse arrived at the door of the Chapel Royal, where the Prince of Wales and the other Royal mourners were assembled to meet the coffin.

EXTERNAL AND INTERNAL APPEARANCE OF ST. GEORGE'S CHAPEL.

The cold, bleak, wintry aspect of the day at Windsor was mournful and cheerless enough, but even its empty streets and rows of muffled windows had an air almost of light and life compared with the appearance of St. George's Chapel. The aspect of this was alone enough to impress with gloomy awe at least, if not with grief, even unconcerned spectators, if any such could possibly have witnessed the mournful rite of yesterday. The silence of the grave itself was in and round the sacred building—a silence never broken, save by the deep, slow, muffled tolling of the funeral knell, which every minute seemed to sweep down with the wind and rush with stealthy noise upon the gloom within. There was a solemn air about the Chapel, swathed in its ghastly trappings of black and white; there was a hushed look about the attendants, all of whom shewed such evidences of grief as were painful even to the lookers-on at this most solemn ceremonial.

Beyond this sorrow, which was palpable, and which showed itself in the red eyes and weeping countenances of the more intimate members of the household who were admitted to the Chapel, there is nothing new to be recorded of this royal funeral, but the deep and sincere grief which marked each stage of its slow progress. The interior of the chapel itself differed little from the aspect of solemn gloom and stately mourning it always wears on these most mournful occasions. A raised platform had been constructed down the centre nave, leading from the south entrance to the choir, with balustrades dividing it from the north and south aisles. All this, of course, was carpeted and draped with black, so that the change, though slight in fact, being one in colour, completely altered the aspect of the fine old building. The basement seemed black everywhere—black over naves and aisles and side walls, and deeper and more dense than all seemed the black within the dimly-lighted choir, where the empty oaken stalls and vacant canopies of the Knights of the Garter gave a still more desolate aspect to the scene. The steps leading to the Communion-table, the communion-table itself, even the walls at the back, were hung with solemn black, and thus the groined arches and fine white fluted columns of the building had, by contrast, a bleak, ghastly look; while over all beneath, so absorbing was the dark hue, that it was difficult at times to distinguish the forms of the attendants as, clad in deep mourning, they crowded the floor, like shadows flitting noiselessly to and fro. So complete was this muffled obscurity of the basement that all the steps leading to the stalls would have been quite undistinguishable but that the outline of each stair was marked along its edge with a thin line of white, which, if possible, gave a

still more cadaverous and akeleton aspect to the whole interior. Only one thin narrow strip of white broke the darkness of the centre of the floor, stretching from the west end of the nave to the front of the Communion-table. This thin line ended at a broad square aperture in the floor, the external entrance to the royal tombhouse below; and the mouth of this gloomy chasm, with its cloth-lined walls, was marked with white bands. But in all this there was not much that differed from other royal funerals. The arrangements were precisely the same as those made for the funeral of the late Duchess of Kent.

The Communion rails were draped with black velvet, and the Communion-table itself was covered with massive plate, which showed out with almost startling brightness amid the black around. A square platform, which is worked from beneath by powerful machinery, completely fills the opening to the Royal Vault. On this the coffin and bier are placed, and at the appointed time they slowly sink out of sight. All the chief domestics of the Royal Household were attired in the deepest mourning, and many of the personal attendants of the late Prince were deeply affected when the funeral began. The seats in the choir were reserved for mourners who had been invited by Her Majesty. The Knights of the Garter took their own stalls under their banners, at the back of the choir; the other mourners sat in front, nearest to the grave. Only one or two among those present wore orders, and even those were almost entirely concealed under the broad black silk mourning scarves.

ENGLAND'S HISTORICAL PAST—GROWTH OF NATIONAL LOYALTY AND DEVOTION TO THE SOVEREIGN.

The sombre-looking painted glass window of the Ascension of our Lord, placed by George III. above the communion table, at the east end of the church, let in but little light, barely enough to distinguish forms amid the obscure, black gloom of the choir beneath. Even the rich banners of the Knights of the Garter, glowing with heraldic emblazonment of purple and azure, red and gold, seemed to be toned down by the general gloom, and to become in their stiff lifelessness a part of the mourning insignia. The late Prince Consort's banner, quartered with the arms of England and Gotha, is left still floating on the right of the pale silver embroidered standard of her Majesty, while in the oaken stall beneath a silver-gilt escocheon, placed beside those of many foreign Princes of the House of Brunswick, bears his ducal arms, and proclaims in quaint old Norman French his style, and titles, and date of installation. What strange vicissitudes of time and change these old stalls record and press upon the notice; what disjointed but significant chapters of history are told by each escocheon, when near that of our gracious Sovereign we see the banner of the Emperor Napoleon waving over the stall of Louis Philippe, occupied before him by Louis XIII. of Bourbon, before him again by the heads of the great house of Montmorenci, who were constables of France, and before all by the English Knights who were the first Governors of Calais! The event of Monday was one which history will record with mourning, but even at such a time it was difficult to repress the reflections these escocheons suggested. Whole families of dynasties, whose styles and titles are here emblazoned, have passed away like a tale that is told, yet with ourselves each century has only knit strongly and more strongly the bond of love and kindly feeling between the Sovereign and the people. Now each affliction that visits her Majesty visits all throughout the land, and her royal husband, the comfort of her life, and guide of her throne, is laid to rest amid the grief of millions, who still in the sorrow of their hearts look to their Queen and yearn almost in tears to comfort her in this her greatest bereavement—in this the darkest hour of her widowhood and mourning.

THE SAD PROCESSION—ITS PROGRESS TOWARDS THE CHAPEL.

All who were invited to attend the ceremony were in their places shortly before 12 o'clock, and an interval of silence, almost of suspense, seemed to reign throughout the building. Not a word was spoken, not a movement made, and the stillness was painful, as it allowed the tolling of the funeral knells and the sullen reverberating echo of the minute guns to be loudly and distinctly audible throughout the chapel. Thus, as 12 o'clock drew near, the quicker half minute tolling from all the spires of Windsor, seemed to fill the very chapel with their mournful booms, and amid all the measured tread of the long procession approaching over the gravel came nearer every minute. With the first tokens of its approach, the head of the funeral procession was formed two deep, passing along down the south aisle and up the centre of the nave to near the choir. The south door was then opened, Lord George Lennox, bearing the Field Marshal's baton, sword, and hat of the deceased Prince, followed by Earl Spencer, carrying his crown, entered the aisle. In a minute afterwards the coffin was carried in by ten bearers and laid upon the bier. Here it was entirely hidden under the heavy black velvet pall, adorned

at the sides with large funeral escocheons, bearing the arms of Her Majesty and the late Prince on separate shields. Both shields were surrounded by the Garter and surmounted with their proper Crowns; first, those of the Queen were on a ground of silver tissue; those of the late Prince on deep black; so that the contrast between those rich armoinal bearings was as startling and marked as that between the white border of the pall and its gloomy centre. When all was arranged, the Lord Chamberlain, accompanied by the Vice-Chamberlain, Lord Castlerosse (only four months ago the genial host of his late Royal Highness at Killarney,) proceeded up the Choir to Wolsey's chapel, where the Royal mourners had already assembled, and who at once slowly crossed the chapel and took their stations in the south aisle at the head of the corpse. The Prince of Wales, as chief mourner, stood in the centre; on his right was the little Prince Arthur; on his left, the deceased Prince's elder brother, the Duke of Saxe-Coburg and Gotha.

TOUCHING GRIEF OF THE BEREAVED PRINCES.

Before the procession began to move forward, the chief mourners remained at the head of the coffin, motionless. The Prince of Wales bore up with great fortitude, and though he, like all the rest, at times gave way to irrepressible bursts of tears, he evidently tried to the utmost to restrain his feelings, though it could be seen sometimes from the working of his countenance that the effort was too violent for long endurance.

The Duke of Saxe-Coburg, brother to Prince Albert, who was devotedly attached to the deceased Prince, to whom he bears a strong resemblance, was deeply moved, and wept incessantly throughout the ceremony. The Crown Prince of Prussia, too, was equally affected. Poor little Prince Arthur's grief was enough to move the sternest. He, of course, made no attempts to check or hide his feelings. His eyes were red and swollen, and the tears were running down his cheeks as he entered the Chapel. As they stood at the head of their father's coffin, the Prince of Wales turned and spoke, apparently, a few soothing words, for after this Prince Arthur, for a minute or so, seemed to bear up better. It was not until the procession began to move forward, and the long melancholy wail of the dirge went echoing through the building, that all the little fellow's fortitude gave way, and, hiding his face in his handkerchief, he sobbed as if his very heart was breaking.

THE READING OF THE BURIAL SERVICE.

As the procession advanced the commencement of the Burial Service, "*I am the resurrection and the life, saith the Lord,*" was sung by the full choir to the music of Dr. Croft. At the conclusion of the first portion, the bier had crept slowly down to the western extremity of the church, where it was gently moved up the incline to the platform in the nave. At the nave was commenced the passage — "*I know that my Redeemer liveth,*" still sung to Croft's melancholy dirge-like music, so touching, so inexpressibly mournful in its long, soft cadences. All the servants of the late Prince stood in the nave as the bier passed; they seemed deeply moved, and the grief of many was quite audible. With the concluding words of the passage, "*We brought nothing into this world,*" the bier was moved up very slowly, its gorgeous pall concealing its bearers, who slowly wheeled it forward with a stiff, creeping motion, into the choir. It was nearly twenty minutes before the cloth-covered platform over the entrance to the Royal vault was reached. Those walking at the feet of the corpse filed off to the right and left as the bier neared the Communion rails, and was slowly placed, amid solemn silence, on the spot whence it was to be lowered out of sight for ever. The pall-bearers took their stand near low crape-covered stools on either side of the coffin. Viscount Sydney, as Lord Chamberlain, stood at the foot of the bier, the Prince of Wales, with Prince Arthur and the Duke of Saxe-Coburg, remained standing at the head of the coffin, and the other mourners in the order in which they had entered the choir. By the time these arrangements were completed the chant of the 39th Psalm, "*I said I will take heed to my ways that I offend not with my tongue,*" had concluded, and as the last faint tones of the music died away the platform on which the bier stood was level with the floor. The pall was then disposed around it equally on all sides, so as to cover all the opening leading to the depth below, and the Crown and Field-Marshal's insignia were placed at the head and feet.

The Hon. and Rev. Gerald Wellesey, Dean of Windsor, then advanced to the Communion rails and in a faltering voice, at some times almost inaudible, read the lesson, "*Now is Christ risen from the dead and become the first fruits of them that slept.*" Once or twice during this solemn portion of the service, the Prince of Wales, Prince Arthur, the Crown Prince of Prussia, and Duke of Saxe-Coburg, were totally unable to restrain their tears, in which they were silently joined by nearly all present in the choir. At the end of the lesson the choir sang the German chorale, "*I shall not in the*

grave remain," by the special request of the widowed Queen. This hymn, like the chorale which followed it at a later portion of the service, were favorite chants with the late Prince Consort, by whom it is said their music was composed. It is impossible to imagine anything more exquisitely touching than the cadence to the lines,

"So fall asleep in slumber deep,
Slumber that knows no ending,"

which was chanted by the choir in whispered tones that seemed to moan through the building with a plaintive solemnity as deep in its sorrow as the notes of the "Dead March." A translation from the German gives the words of this mournful hymn as follows:—

"I shall not in the grave remain,
Since Thou death's bonds have sever'd;
By hope with Thee to rise again,
From fear of death deliver'd,
I'll come to Thee, where'er Thou art,
Live with Thee, from Thee never part;
Therefore to die is rapture.

"And so to Jesus Christ I'll go,
My longing arm extending;
So fall asleep in slumber deep,
Slumber that knows no ending,
Till Jesus Christ, God's only son,
Opens the gates of bliss—leads on
To heaven to life eternal!"

Again the Dean resumed the service in a strained and broken voice—for all in the chapel now made no attempt to conceal their emotion—with the sublime passage, "*Man that is born of woman hath but a short time to live, and is full of misery.*" Then was sung, with exquisite pathos, Martin Luther's hymn, "*Great God, what do I see and hear!*"

As the last strains of this solemn chant ended, the personal attendants of his late Royal Highness advanced and slowly removed the heavy pall, leaving the coffin in all its mourning gorgeousness uncovered. As this was done Earl Spencer placed on the head above the inscription plate the crown of the Prince Consort. At the same time Lord George Lennox laid the baton of the late Prince as Field-Marshal, crossed with the sword, and surmounted with the Field-Marshal's hat and plume on the foot of the coffin, above the insignia of the Garter. All these memorials were fastened to the heavy black velvet cushions on which they were laid. Thus left alone in the midst of the wide expanse of black, the melancholy gorgeousness of the crimson coffin stood out the one conspicuous centre in startling contrast, almost the only solitary object in all the Chapel which was not covered with black and draped in solemn mourning. As this last ceremonial was being performed, the choir again solemnly sang the following hymn to an air composed by the Prince himself. (Gotha):—

Happy soul, thy days are ended—
All thy mournful days below:
Go, by angel guards attended,
To the sight of Jesus, go!

Waiting to receive thy spirit,
Lo! the Saviour stands above;
Shows the purchase of His merit,
Reaches out the crown of love.

Struggle through thy latest passion
To thy dear Redeemer's breast,
To His uttermost salvation,
To His everlasting rest.

For the joy He sets before thee,
Bear the momentary pain;
Die, to live the life of glory,
Suffer, with thy Lord to reign.

When it ended the attendants retired from the grave, and there was a silent pause, during which, as the wind mourned hoarsely against the casements, the quick, sharp rattle of troops outside reversing arms was plainly audible. Then came the muffled toll of the bell, the boom of the minute guns, and the coffin slowly and at first almost imperceptibly began to sink into the grave.

BITTER GRIEF OF THE MOURNERS PRESENT.

There was more than mourning at this most solemn time. The Princes hid their faces and sobbed deeply. All, not only the Royal train, but in the chapel, allowed their tears to flow almost unchecked, and some, such as the Crown Prince of Prussia, and the personal attendants of his late Royal Highness, among the pall-bearers seemed not less deeply moved for a time than the Royal orphans themselves. Still, the coffin continued to sink. It is but a few short months ago since the late Prince stood at the head of the same sombre opening and wept as the remains of the Duchess of Kent were in the same manner lowered slowly to the Royal mausoleum. The ceremony then was gloomy and mournful enough, though, after all, it was but the burial of a member of the Royal family long retired from public life, full of years and honors, and one who had already passed the term allotted to mankind. But here, with the Prince Consort, the husband of our Queen, a young man in the pride of life and usefulness, of health and strength and manly beauty, the loss seemed more than could even then be realized; and it was difficult—it seemed almost impossible, to believe that the coffin then so slowly creeping down the wide black groove held all that was mortal of Prince Albert. It was a solemn period, and a most trying one for the mourners, whose half-stifled sighs were audible from all parts of the choir, as with the faintest and slowest motion the coffin still continued sinking. The silence within the chapel was intense; every movement among those present could be distinctly heard; the wind moaning round the building sounded with a hoarse rush which now and then was almost noise, and the muffled knells from all the spires of Windsor seemed booming above the Royal grave itself. Slowly fading from the sight the coffin

gradually became level with the floor, then sank deeper and deeper, casting almost a glow of colour from its deep crimson sides upon the cloth-lined walls of the grave, till it was lost to view for ever.

THE CONCLUDING INCIDENTS OF THE TOUCHING CEREMONY.

As the last trace of its gold and crimson crown disappeared the service was continued amid the deepest grief, with the passage, "*Forasmuch as it has pleased Almighty God of His great mercy to take unto Himself the soul of our dear brother here departed.*" At the proper interval the earth was thrown upon the coffin, and fell upon its ornaments and plate with a sharp rattle that was heard throughout the building. Then was sung by the choir, "*I heard a voice from Heaven,*" to Croft's plaintive music; and after the reading of the prayer "*Almighty God with whom do live,*" was chanted an English translation of another of the late Prince's favourite chorales, as follows:—

"To Thee, O Lord, I yield my spirit,
Who break'st in love this mortal chain;
My life I but from Thee inherit,
And death becomes my chiefest gain.
In Thee I live, in Thee I die,
Content,—for Thou art ever nigh."

The collect, "*O merciful God, the Father of our Lord Jesus Christ,*" concluded the service, and Sir Charles Young, advancing to the head of the grave, proclaimed the style and titles of the deceased Prince, saying:—

"Thus it hath pleased Almighty God to take out of this transitory life to His Divine mercy the Most High, Most Mighty, and Most Illustrious Prince Albert, the Prince Consort, Duke of Saxony, Prince of Saxe-Coburg and Gotha, Knight of the Most Noble Order of the Garter, and the most dear Consort of Her Most Excellent Majesty Victoria, by the grace of God of the United Kingdom of Great Britain and Ireland Queen, Defender of the Faith, whom God bless and preserve with long life, health, and honour."

This formal proclamation has hitherto always concluded with the words, "Whom God bless and preserve with long life, health and happiness." But on this occasion, for the first time during Her Majesty's reign, the prayer for happiness was left out, and only that for "life and honour" offered. The change is mournfully significant, though the words we have quoted were in fact not spoken; for with the first mention of the Queen's name Sir Charles Young's voice faltered, and the concluding sentence of the mournful prayer, if uttered, was quite inaudible. Then the organist began the solemn strains of the "*Dead March*" in Saul, as the mourners advanced to take a last look into the deep grave. The Prince of Wales advanced first, and stood for one brief moment, with hands clasped, looking down; then all his fortitude seemed suddenly to desert him, and bursting into a flood of tears he hid his face, and, ushered by the Lord Chamberlain, slowly left the chapel. Of the two, Prince Arthur seemed the more composed at the end of the ceremony, as if his unrestrained grief had worn itself out. All the mourners and those invited to the ceremony advanced in turn to take a farewell glance at the coffin, and not one looked down into the deep black aperture unmoved—none quitted the chapel without traces of deep and heartfelt sorrow.

THE ROYAL VAULT AND THE WREATHS FROM OSBORNE.

When all was over, and the last of the long, lingering train of mourners had departed, the attendants descended the entrance to the grave with lights. It is difficult without strong lights to pierce the intense gloom which always envelopes this last resting-place of Royalty. It is a very plain, wide, lofty stone vault, with a groined roof springing from stone columns. On either side, supported by these columns, are four tiers of marble shelves; in the centre are three very massive and wide slabs of marble, raised some two feet from the ground. The side shelves are destined for the members of the Royal family—the centre marble bier for the coffins of monarchs only. As the light slowly penetrates this dismal chamber, two purple coffins, looking almost black in the gloom, can be distinctly seen at the furthest end, brightly reflecting back the rays of light as the beams fall upon their richly gilded ornaments, which shine as though affixed but yesterday. These are the coffins of George III. and Queen Charlotte. Above their heads, but shining out warmly with a bright crimson glow, are the coffins of three of their children, who died young. At their feet, but some distance apart, and quite alone, lies the gorgeous coffin of George IV. On the centre slab, and nearest to the gates, the coffins of William IV. and Queen Adelaide rest side by side, the Queen being on the left. The light distinctly shows these coffins, and the velvet is as soft and rich, and the silver plates and handles as bright, as on the day when they were first laid there, many years ago. Not even dust seems to have soiled their funeral grandeur; and except a few stray bits of gravel on and around the centre plates, where the earth was

thrown at that solemn passage which commits the body to the ground, and tells how we are all alike before the sight of God, there is nothing to show that all the remains had not been carefully watched and tendered since the day of their interment. There are no coffins on the right side of the vault, but on the left are those of the Duke of Gloucester, the Duke of Kent, and the Duke of Cambridge. Strangely enough the coffin nearest to the gate is that of the Princess Charlotte of Wales. It is a crimson coffin, close in view, and, like the rest, as bright as that which, alas! has been so lately laid there. Along this passage we have described, the bier of the late Prince was wheeled till the foot of the coffin was at the gates of the Royal vault. There it remains, though it was not left to the gloom of its dark and narrow home until some dear memorials of love and fond regret from the bereaved Queen and children, whom he had so untimely left, were sorrowfully deposited by the Prince of Wales upon the coffin. Previous to the closing of the coffin, a wreath of flowers made by the Princess Alice was placed on the corpse, and a miniature of her Majesty placed in his hands. On Monday, a Queen's messenger brought from Osborn to Windsor three little wreaths and a bouquet. The wreaths were simple chaplets of moss and violets, wreathed by the three elder princesses—the bouquet of violets, with a white camelia in the centre, was sent by the widowed Queen. Between the heraldic insignia these last tributes from his widow and orphan daughters were laid upon the coffin—mementoes of domestic love and worth above all heraldry that ever was emblazoned. With this last act of grateful care the aperture to the royal vault was closed, and thus was Prince Albert, who has lived in honour and died in fame, buried in the most profound and deserved grief that has ever been evinced by any nation within the memory of living man.

Albert, Prince Consort.

December 14th, 1861.

How should the Princes die!

With red spur deep in maddening charger's flank,
Leading the rush that cleaves the foeman's rank,
And shouting some time-famous battle-cry!

Ending a pleasure day,

Joy's painted goblet fully drained and out,
While waiting vassals coldly stand about,
And con new homage which they long to pay!

So have the Princes died.

Nobler and happier far the fate that falls
On him who 'mid yon aged castle walls,
Hears, as he goes, the splash of Thames' tide.

Gallant, high-natured, brave,

O, had his lot been cast in warrior days,
No nobler knight had won the minstrel's praise
Than him for whom the half-reared banners wave.

Or, graced with gentler powers,

The song, the pencil, and the lyre his own,
Deigned he to live fair pleasure's thrall alone,
None had more lightly sped the laughing hours.

Better and nobler fate

His, whom we claimed but yesterday,
His, ours no more, his, round whose sacred clay
The death-mute pages and the heralds wait.

It was too soon to die.

Yet, might we count his years by triumphs won,
By wise, and bold, and Christian duties done,
It were no brief eventless history.

This was his princely thought:

With all his varied wisdom to repay
Our trust and love, which on that bridal-day
The Daughter of the Isles for dowry brought.

For that he loved our Queen,

And, for her sake, the people of her love,
Few and far distant names shall rank above
His own, where England's cherished names are seen.

Could there be closer tie

'Twixt us, who, sorrowing, own a nation's debt
And Her, our own dear Lady, who as yet
Must meet her sudden woe with tearless eye;

When with a kind relief

Those eyes rain tears, O might this thought employ!
Him whom she loved we loved. We shared her joy,
And will not be denied to share her grief.—*Punch.*

Sketch of Prince Albert's Life and Character.

Prince Albert was born at Erenburg on the 26th of August, 1819. He was educated under his father's supervision at the castle, his master being selected from the College of Coburg. His mother died when he was scarcely eleven years old, and he was then sent to England for a while to the residence of his aunt, the Duchess of Kent, who was residing in strict seclusion at Kensington Palace, educating her daughter, Princess Victoria. The young Prince became the fellow-student of the Princess, his future wife. He remained about fifteen months in England, Kensington and Claremont being alternately his home. After his father's marriage with a Princess of Wurtemberg, Prince Albert returned to Erenburg. On the 3rd May, 1837, his elder brother, the present Duke Ernest, and he, entered the University of Bonn as *Studious Juris*, and among those who entered at the same time were the Hereditary Grand Duke of Mecklenburg-Strelitz, Prince William of Lowenstein-Wertheim, the Hereditary Prince of Lippe-Schaumburg, and others. The two young Princes of Saxe-Coburg lodged at the house of Dr. Bischof, a medical professor, a modest house near the University, occupying one side of a piece of ground near the cathedral. The Prince's private tutor was Geheimrath (Privy Councillor) Florshutz, who was subsequently Minister at Coburg. Prince Albert's character was that of an earnest and painstaking student. A contemporary student of his says that his dinners were ordered from Schmidt's Hotel in Bonn, but were of the most temperate kind; and that though he and his brother gave costly entertainments to their fellow-students, they themselves lived a very frugal and abstemious life. Prince Albert chiefly studied jurisprudence and history. Music and painting he also cultivated in his intervals of leisure. He had learned music when a boy, of the well-known Dr. Breidenstein, and was reputed to be a proficient in the divine art even before he entered the University. His skill in painting may be estimated by the fact that a picture of his, "The Savoyard Minstrel Boy," painted during his student life, is one of the most prized in the Queen's collection. During his residence at Bonn, Prince Albert cultivated the acquaintance of the greatest philosophers and scholars in the University. His greatest friends were Count Beust and Professor Welcker; but to his great honour he sought the society of the illustrious Schlegel, who thought highly of him, and his amiable and unassuming manners so endeared him to the doctor, that the Professor, who detested "princelings," was glad to receive the young Prince Albert. Prince Albert's chief diversions were athletic exercises and the sports of the field, in which he excelled. His attendant on his shooting excursions was one Peter Stamm, who, besides being a guide, was a well-to-do hotel keeper, in a town near Bonn. This worthy old man, long after the Prince had left "college," used to cry from joy when any English traveller spoke of his Royal Highness; he would talk of his exploits, his affability, his charity, by the hour, and he would show the visitor three portraits on the walls of his sitting-room—those of the late Duke of Saxe-Coburg, the present Duke, and the Prince Albert, the latter being the most prized of all, for eye-witnesses have recorded that the old man shed tears when he pointed it out to them. Prince Albert left college after residing during three academical seasons (terms)—namely, in September, 1838. The people of Bonn were greatly grieved at his departure, for his charities to the poor had been unbounded; and it may be added that he and his elder brother, Duke Ernest, published a volume of poems, with music and illustrations, during their academical residence, for the benefit of the poor of Bonn. In 1840, as soon as the marriage of his Royal Highness with the Queen of Great Britain was made known, nothing could exceed the joy of the worthy Teutonic professors. On the 28th of January he was admitted (in his absence) to the degree of doctor of laws, and a most complimentary address was forwarded to him, signed by all the professors of law and history. Likewise, one of the professors, said to be the first scholar in Bonn, sent the bridegroom a most astonishing Latin "Epithalamium," in which Cytherea is made to reproach the young Queen of England for her resistance to the influence of love, then to smite her with the unerring arrow of Cupid, &c. We have seen that the Prince Albert of

Saxe-Coburg Gotha and the Princess Victoria had met in their youth, and had been fellow-students, in fact, at Kensington Palace. In 1838, the young Prince and his father paid a visit to England, on the occasion of the coronation of the Princess Victoria as Queen of Great Britain and Ireland. The Duke and the Prince, it was remarked, remained at Windsor and in London longer than the guests of higher rank. On leaving England, the Prince went on a tour through Bavaria and Italy, and on his return to Erenburg found on the wall of his room, to his astonishment and delight, a picture of Queen Victoria, (painted by Chalon and engraved by Cousins,) sent specially as a present to him from Her Majesty.

WISDOM AND SAGACITY OF THE PRINCE IN PUBLIC AFFAIRS.

The deceased Prince was young in years when he became the chosen husband of the Queen of these realms; but the happy discrimination of the Sovereign, and the amiable character and qualities of her Majesty's late lamented consort, are proved by 21 years of a union of perfect and unalloyed felicity, rare in private life, rarest of all on a throne. The position of Prince Consort is a most difficult and delicate one in a public sense; delicate in reference to the Sovereign herself in her public capacity, and difficult and delicate in regard to her ministers, her subjects, and occasionally with regard to foreign powers. Yet so admirably, so wisely, did the late Prince Albert demean himself in reference to his consort in her public capacity, to her ministers, to her people, and to her allies and brother sovereigns, that there has never, for one-and-twenty years and more, been a dissentient voice at home or abroad as to his late Royal Highness's merits, or as to his tact, temper, thoughtfulness, sagacity, and absence from all prejudices. It is said by Bacon, in his observations on Queen Elizabeth, that female reigns are usually eclipsed by marriage, and all the credit thus transferred to the stronger vessel; but it is the peculiar praise of the late Prince, that though he participated in the anxious cares of her Majesty, he never sought to share the credit of any measures of her reign or government. With admirable good sense he held himself aloof from all party, and only appeared in a public capacity to encourage those measures connected with the arts, or with benevolence and utility, on which all men were agreed.—*London Morning Post*.

FINANCIAL PRUDENCE OF THE QUEEN AND PRINCE CONSORT.

No retrospect of the Prince Consort's life and character would be complete without some notice of a point of cardinal importance in all estimates of Royalty. Till the present reign, the principal vice of British Sovereigns and Princes, as, indeed, of most Princes, has been thriftless management and reckless expenditure. Even the "good George III.," as he is commonly regarded, had frequently to appeal to the liberality of the nation, and considered that every addition to his numerous family constituted a fresh claim. George IV., without his excuse, went beyond all bounds. The series of extravagances ends in the provision stipulated for the widow of William IV., who, in spite of it, left her household dependent on the kindness of others. Prince Albert had the full benefit of the national repentance on this point. The wisdom which Parliament had learnt by experience was shown to him in good time, and prudent care was taken that neither for good nor for evil should he have much encouragement to excess. It was hinted, indeed, that, should he prove trustworthy, the generous public would increase his allowance. Such was the premium offered to a moderation and virtue, which, even with this inducement, were thought almost impossible in a Prince. At the same time, all the constitutional learning of the country was directed to discover what a Prince Consort was not, and when, for this purpose, the legal relations of husband and wife had been carefully transposed, the problem was satisfactorily solved. The practical reply, for there was none other, to this unseasonable outbreak of jealousy and prejudice was the noblest ever given. During a period of unparalleled private and public expenditure, when speculation had taken new wing, when luxury has run a race with pride, and the national Exchequer has been stormed and carried a dozen times for unheard-of requirements, the Royal family has set a unique example of cheerful and dignified economy. Instead of coming before Parliament with a schedule of debts, asking allowances for the education of children or expecting the nation to pay for the whim of a new Palace, the Queen and Prince Albert have done all this themselves, and more. When there came the cry of famine and pestilence, and then war, they freely paid their share of the public contributions. They have discharged the debts and obligations of several Royal personages both here and abroad. They have acquired two domains, and built two palaces, which may almost be said to be necessary under the altered circumstances of the country. They have seen more of these isles and their inhabitants than any former Princes since Kings wandered with a price on their heads. They have shown themselves everywhere. They have not been wanting to the encouragement of art, and if outbid by an age of millionaires, they have accumulated no vast gallery of their own,

they have placed London at the head of national collections and international exhibitions. Nor have they neglected the future wants of their family. Thus have they passed for rich on an income which would have been penury by the Georgian standard. Domestic happiness and the sense of duty have been their cheap luxuries. Compared with the reckless waste, and the heartless misery of a former reign, it may, indeed, be said of this, "better is a dinner of herbs where love is, than a stalled ox and hatred therewith."

THE CHARACTER OF PRINCE ALBERT A STUDY FOR YOUNG MEN.

Yesterday, when that household name was omitted from the prayers of an assembled nation, it was hard to believe that he was indeed gone. Only a fortnight ago few knew even that the Prince was out of his usual health, and none guessed that he was in danger. At the Christmas season, when families reunite, when the circle enlarges, when old memories are revived and new hopes bloom afresh, and when, too, many a solemn muster-roll tells what the year has given or taken away, a name known to all has set quick as a winter's sun. Except one name only, none could be more missed. Prince Albert of the Queen's youth and our own—all who are not deep in the vale of years may say—is no more. It is not a midday glory that is gone; it is that which we love better—it is the soft light that sometimes clothes earth and sky, that seems neither from sun nor moon, but a light of its own, neither day nor night, but a chance visit, and brief lingering and softened radiance of that light which shall be for evermore. Let us be assured we shall long remember this sad Christmas, when the cypress mixed with the holly and the yew told its double tale. All the youth of England are now thronging homewards, or already telling of their school labours, and school friends, and school games, and opening their eyes to the great world beyond either school or home. At such a time the solemn omission in the Liturgy, and to-day the tolling bell and unusual service, tell them that one but lately a youth and a student like themselves, and then all but the highest in this land, has finished his noble and blameless career. His work is done. He is out of trial. He is rendering that account which, both above and below, a Mighty Power exacts of all reasonable beings. How is it with him? There are few of us who might not well wish to lie where he lies, and stand as he stands. Let the youth of England know the reason why. It is, that the departed Prince, in all his simplicity and straightforwardness, lived a life of duty, and he did the work to be done. He loved those he was bound to love; he learnt his lesson and did his task; he was true to person, time, and place, and found a heavenly ordinance in earthly rules. His was often a day of little things, but it was the way to his Queen's love, to a people's affections, and to approving time. Who shall distinguish between small things and great when such are the common stake and issue?—*London Times*.

Sermons on the National Loss.

From the numerous appropriate and eloquent sermons which have been preached upon the occasion of the death of His Royal Highness the Prince Consort, we select extracts from two which have been published,—one preached in England and one in Canada:—one by a distinguished Presbyterian clergyman, and one by a Church of England Bishop. The striking summary of the Prince's character, and the valuable lessons of instruction to be derived from it, in the one; and the warm and heartfelt expressions of Canadian sympathy and loyalty in the other,—invest both with peculiar interest. Without the addition in this place of such expressions from the Pulpit, our sketch of this sad national calamity would not be complete, nor would it so fully exhibit the depth and extent of that grief into which the whole empire has been so suddenly plunged.*

"He being dead, yet speaketh!"

A SERMON BY THE REV. DR. CUMMING, OF LONDON.

The services in the National Scotch Church, Crown-court, London, in connexion with the death of his Royal Highness the Prince Consort, were peculiarly solemn and impressive. Dr. Cumming officiated, and in the morning chose for his text Hebrews xi. 4,—*"He being dead yet speaketh;"* from which he preached an eloquent discourse. With immediate reference to the departed Prince he said:—*"In this place—the pulpit—more sacred than a throne, where the responsibility is greater than in a palace, I would neither affect to*

* It is probably not too much to say, that from every pulpit in the empire,—Protestant and Roman Catholic,—so far as the sad news has travelled, the death of the Prince has called forth many touching references to his untimely end, and tributes of affectionate love for our bereaved Queen, as well as solemn admonitions appropriate to the occasion.

praise, nor affect to censure, but I think it becomes us to let his voice, wherever we ourselves can speak, be so heard and to let his light so shine that others, seeing his good works, may glorify our Father who is in Heaven. From so lofty a position as that which he occupied, vast influence must necessarily descend. Our very first and deep regret must be for that illustrious personage thus bereaved of an adviser, a counsellor, a guide possessed of remarkable sagacity and tact and practical wisdom. For Her Majesty we prayed together last Sunday most fervently; for her we will pray still, not merely with the cold formalism of subjects, but with the loyalty of Britons, with the love of Christians, and with that deep and earnest sympathy which we all feel towards that illustrious lady who is as popular as she is good, and who has only to express the word and there is not a sword that would not leap from the scabbard to defend her, or a heart in England that would not brave and bear and risk and dare all peril, in order to shelter and honour her. But our regrets are very much mitigated by recollecting the admirable example which the illustrious Prince who is gone has bequeathed to us after him. During the 22 years he spent as the husband of the Queen, the blamelessness of his life, the warmth, and yet unostentatious warmth, of his attachment to the Queen, the delicacy with which he occupied the most delicate and difficult position—namely, that of the second personage in the empire, the good counsels as far as Queen could ask or he give, the deep, the reverent, and respectful affection which he bore to the Queen—an affection that faltered not in the worst and wearied not in the best of times—remind one of those beautiful lines of Mrs. Barrett Browning, addressed to Prince Albert on marrying the Queen:—

"Hold that wedded hand less dear for sceptre than for ring;
And count her uncorowned womanhood to be the Royal thing."

That Prince Albert did I am sure—if of anything on earth. And as husband of our Queen, being dead, he speaketh to every husband now present; and I am sure I neither flatter nor indulge in eulogy when I say, "Go thou and, in thy sphere, do likewise." Let us look at him, again, as the father of that interesting family, those boys, for such they still are, growing up to manhood, in the midst of whom, in perfect health, I saw him only a few months ago on the banks of the Dee. View him as the father of those sons, and of that son especially who has now come out of obscurity into greater prominence, and must one day sway the sceptre of these Imperial realms. From all I can gather, and I have conversed with those who are competent to testify and give evidence of facts—from all I can gather, these sons have been reared in wisdom, with consideration, with rare tact, with exquisite common sense; and in every respect he has, as the father of his family, set a precedent for the fathers of England. If I might allude especially to the education of the Prince of Wales, he was, you will remember, sent first to study at the University of Edinburgh, next to the University of Oxford, next to the University of Cambridge, that he might thus acquire a breadth of thought, a liberality of thinking, and might at the same time, by such a remarkable distribution of his studies, convey a kind yet delicate compliment to nations that under one Imperial sceptre are sometimes jealous of each other. He was also, you will recollect, sent to travel in the United States. That was a good lesson. He has learned there to appreciate more profoundly that limited monarchy which, I think, is the glory of our nation and our people, as contrasted with the fierce democracy of Republicanism.

VISIT OF THE PRINCE OF WALES TO CANADA.

Then he visited very recently—and all this, I believe, was the inspiration of the Prince Consort—he visited very recently the Canadas. What a happy event was that! One of the Canadas was thought to be a little wavering: speaking the French language, their sympathies, it was supposed, were not wholly or perfectly English. The Prince of Wales visited the Canadas, and the enthusiastic loyalty by which he was greeted as the eldest son of our beloved Queen found eloquent expression in every newspaper, and especially in those reports and statements that were transmitted to *The Times* newspaper, and which we all read with so much interest. And the probability is that the Canadas—to which the gallant Guards have recently gone, for whom we pray that they may come back safe and unscathed—the probability is, if war should break out the Canadas would show themselves more attached to England in 1861 than they would have done before the Prince of Wales paid them that visit.

THE PRINCE AS A FATHER, A PHILANTHROPIST, AND A LANDLORD.

Why do I state these things? Because I am given to understand that these steps were taken on the particular suggestion of the Prince Consort as well as of the Queen. In the education of his sons I see a precedent set by the Prince Consort worthy of all praise. Then, it is in these two aspects, the husband and the father, that we see the happy home. The home of our Queen may be a palace, but it is still home, and I am given to understand, having conversed with

some who can speak with authority, that it is a model English home. No words of mine can express the moral, political, social, national weight of that fact. A pure English home is a little country, and our country is simply a great home, and what the homes of a people are the country of a people must necessarily become. Again, if we look at the character of his Royal Highness as interested in the well-being of the labouring classes we have a very remarkable precedent for imitation. It is a great mistake that the noblest and the highest lose influence or part with power when they descend to instruct, to benefit, and to be useful to the poor. Never do they so gain. Why are the aristocracy of this country so popular? Because they throw themselves to a great extent into all the interests and currents and influences that are making and moulding the country, and showing that they are Christians and Englishmen as well as peers. Prince Albert was an eminent illustration of this. I recollect perfectly well his speaking in Freemasons' hall at a meeting of the Society for Improving the Condition of the Labouring Classes, and I was amazingly struck with the strong good sense, the warm and earnest sympathy, the gentleness of heart, and the practical wisdom he exhibited on that occasion. I am told that his farms in England are models, and his attention to his tenants beyond all praise. On the Dee side I have seen the cottages which he and our Most Gracious Queen constructed there, and as long as they reflect the suns that set behind dark Lochnagar, so long will those cottages testify to his good sense, his kindness as a landlord, his practical appreciation of the duties and responsibilities of his station. And what shows that the people appreciate all this, as one of my own elders told me yesterday, is that in conversing with the head of one of the largest drapery establishments in the world, perhaps, he said "The poor people are coming in crowds to buy mourning; they will have good mourning; they will be satisfied with nothing but the best;" showing the great sacrifices they are prepared to make in order to testify their regard for the Prince who has gone. This is one of those traits which, if it could be known in a palace, would be received as most precious, because the unbought but costly sacrifice of the labouring poor.

THE PRINCE AS A PROMOTER OF THE ARTS AND SCIENCES.

Then, again, I need not say that as a patron of the Arts and Sciences, the character, conduct, and career of the Prince Consort has been most conspicuous. The arts beautify, they don't support; they are the capital of the column; they are not its foundation; but, wherever Christianity has flourished in its purity, there the arts,—painting, poetry, science, literature,—have all flourished also. The Great Exhibition of 1851, I am told, was his idea. The original idea was that the Crystal Palace was to be, as it were, a mart, to show what England had done; and it was his suggestion that it should not be sectarian but catholic, not national but universal. He, too, I am told, originated the Great Exhibition for 1862. But that has lost a mighty attraction. We shall not be able to look on its beauty and splendour without seeing the shadow of one who was expected to be present to take the chief part. The very appearance of that exquisite and beautiful structure will be suggestive of a loss to science, a loss to the arts, a loss to the country—a loss that we all earnestly and deeply deplore.

THE PRINCE CONSORT AS A CHRISTIAN.

Then lastly I would notice his character as a Christian. I have every reason to believe, from the information I have received, that he did love those everlasting, those distinctive precious truths which lie at the foundation of a beggar's hope, and out of the reach of which a prince cannot be saved. It is not very long ago that it was my duty to occupy the pulpit in Crathie Church, and in the royal pew were Her Most Gracious Majesty, Prince Albert, and the children of the Royal family. I never saw listeners more intensely attentive, and I know from letters in my possession that the truths uttered were deeply appreciated; and I cannot but believe God's promise,—my word shall not return unto me void.

Her Majesty has lost one link that bound her to an earthly crown, and she has gained one link more to unite her to a crown of glory that fadeth not away. You have often heard me say, I don't believe in chance or accident. I believe every event has a mission, and for every event, however startling or painful, depend upon it there was a needs-be, or it would not have been. His Royal Highness had crowded into a few years more practical usefulness to his country than many have crowded in many years. He had finished his work; and each of us, you may depend upon it, is immortal till God Almighty has nothing more for us to do. Many of you are old enough to recollect the Princess Charlotte and her dead babe gathered together in the same tomb. That was thought at the time a shock, a disaster that no language could express and no time exhaust. But would any now, would any subject of Queen Victoria wish at this day it had been otherwise? If the Princess Charlotte and her infant had lived England would have been England, but it

would not have been the England it now is. What we know not now we shall know hereafter. I have heard, and state it to you as true, that under the shadow of this great loss, in which a Palace is disenchanted of all its beauty and the Throne of all its lustre, the mind of our Queen is now what it ever has been,—strong, vigorous, perfectly possessed, and her broken heart as much interested in our country's good as when, with bounding heart, she stood by the altar and pledged her troth to Prince Albert. Dr. Cumming concluded with some practical remarks. In the evening he preached on the "Blessedness of the dead who die in the Lord."

"All flesh is as grass."

A SERMON BY THE LORD BISHOP OF MONTREAL.

From a sermon preached on Sunday, January 5th, in Christ Church Cathedral, Montreal, by the Lord Bishop of Montreal, we make the following extracts.

In that lone hour and desolate,
Who could endure a crown? But He,
Who singly bore the world's sad weight,
Is near to whisper, "Lean on Me:
"Thy days of toil, thy nights of care,
"Sad lonely dreams in crowded hall
"Darkest within, while pageants glare
"Around—the cross supports them all."—*Christian Year.*

"For all flesh is as grass, and all the glory of man as the flower of grass. The grass withereth, and the flower thereof falleth away: But the word of the Lord endureth forever."—1 Peter i. 24, 25.

These words of the Apostle are almost an exact quotation from 40th chapter of Isaiah, where the prophet, at the command of the Lord, describes the promulgation of the Gospel and the voice of its fore-runner: "All flesh is grass, and the goodliness thereof is as the flower of the field; the grass withereth, the flower fadeth, because the spirit of the Lord bloweth upon it: surely the people is grass. The grass withereth, the flower fadeth: but the word of our God shall stand for ever." Such is the judgment—the description given in the Scriptures. In the Wisdom of Solomon we have the same declaration respecting the fleeting nature of all that appertaineth to man in this world: and how vain it is to place any confidence in them: "What hath pride profited us, (he asks) or what good hath riches with our vaunting brought us? All those things are passed away like a shadow, and as a post that hasted by (and having further compared them to the swift passage of a ship over the waters, a bird or an arrow through the air, the traces of which are lost as soon as made) even so in like manner (he continues) as soon as we were born began to draw to our end." And when that comes what have we to show.

BISHOP HORNE ON THE DEATH OF THE OLD YEAR.

That time passes onward is a truth we all acknowledge; and during the last few days, we have entered upon a fresh year of this world's account. * * * Bishop Horne (so well known from his beautiful Commentary on the book of Psalms) in a sermon preached by him nearly 100 years ago, "On the death of the old year," says, "That day draws on apace. For not only friends die, and years expire, and we ourselves shall do the same, but the world itself approaches to its end. It likewise must die. Once already it has suffered a watery death: it is to be destroyed a second time by fire. A celebrated author having in his writings followed it through all its changes from the creation to the consummation, describes the eruption of this fire and the progress it is to make, with the final and utter devastation to be effected by it, when all sublunary nature shall be overwhelmed and sunk into a molten deluge. In this situation of things he stands (in imagination) over the world, as if he had been the only survivor, and pronounces its funeral oration in a strain of sublimity scarce ever equalled by mere man:—

"Let us reflect upon this occasion, on the vanity and transient glory of this habitable world. How, by the force of one element breaking loose upon the rest, all the varieties of nature, all the works of art, all the labours of men, are reduced to nothing! All that we admired and adored before, as great and magnificent, is obliterated, or vanished; and another form and face of things, plain, simple and everywhere the same, overspreads the whole earth. Where are now the great empires of the world, and their imperial cities; their pillars, trophies, and their monuments of glory? Show me where they stood, read the inscription, tell me the conqueror's name. What, remains, what impressions, what difference or distinction do you discern in the mass of fire? Rome itself—eternal Rome—the empress of the ancient world,—what is become of her now? She laid her foundations deep, and her palaces were strong and sumptuous; she glorified herself, and lived deliciously, and said in her heart, I sit as a queen, and shall see no sorrow. But her hour

came, and she was wiped away from the face of the earth, and buried in everlasting oblivion. But not cities only, and the works of men's hands—the everlasting hills, the mountains and rocks are melted as wax before the sun, and their place is nowhere to be found. Here stood the Alps, the load of the earth, that covered many countries, and reached their arms from the ocean to the Black Sea: this huge mass of stone is softened and dissolved, as a tender cloud into rain. Here stood the African mountains, and Atlas with his top above the clouds; there was frozen Caucasus, and Taurus, and Imaus, and the mountains of Asia; and yonder, towards the north, stood the Ripean hills, clothed in ice and snow. All these are vanished, dropped away as the snow upon their heads!—Great and marvellous are thy works, Lord God Almighty; just and true are thy ways, thou King of saints." * * *

THE WISE, THE GREAT, AND THE NOBLE DEAD.

Bishop Taylor in his excellent work on "Holy Dying," tells us that in the same most sumptuous palace, 'the Escorial,' where the Spanish Princes live in greatness and power, and decree war and peace, they have wisely placed a cemetery, where their ashes and their glory shall sleep till time shall be no more; and in the same place (Westminster Abbey) where our own sovereigns have been crowned, their ancestors lie interred; and they must walk over the buried dust of their forefathers to take their crown. There is a spot sown with Royal seed, the copy of the greatest change, from rich to naked, from ceiled roofs to arched coffins, from living like gods to die like men."

But, at the present time, we surely have no need to be taught this lesson by memorials of departed greatness in the cemetery of the Escorial or beneath the venerable roof of Westminster Abbey. The whole empire of England is now mourning for the loss of one, who, so lately in possession of all the accidents of wordly greatness, and in the full exercise of all the high talent with which he was endowed, has thus afforded us a most striking commentary on these words of Scripture: "All flesh is as grass: and all the glory of man as the flower of grass: The grass withereth, and the flower thereof falleth away." The husband of our Queen, the late Prince Consort, just in the prime of life, full of active energy, nobly fulfilling all the various duties of his station, has suddenly been hurried out of this world: when we might have been naturally calculating upon a long course of usefulness before him, and imagined that his allotted task, the work of his life on earth, was only just culminating to its meridian. "So inscrutable are the judgments of God; and his ways past finding out." * * *

THE PRINCE AS A WISE AND PRUDENT COUNSELLOR.

I shall not now attempt any detailed description of the character of the departed Prince. The loss of so wise and prudent a statesman, so judicious an adviser of the Sovereign, one who, himself keeping aloof from all party political strife, had free access to the Royal ear at all times, and who was always at hand ready to assist with his manly wisdom and support with his vigorous aid, that imperial Crown, the reflected lustre of which rested on his own ennobled brow, this loss can scarcely yet be appreciated by the empire at large; because devoid of all low and vulgar ambition, he never obtruded his actions on the notice of the public; but it was contended, if only wise counsels prevailed, that his influence should unperceived affect the mainspring of power; conscious that he himself must ever be identified, in closest union, with England's glory and her greatness.*

THE SERENE DOMESTIC LIFE OF THE ROYAL PAIR.

But there is another aspect in which to look upon this sad visitation; it strikes another chord, which draws forth at once a full response from the throbbing heart of every subject in the empire. Whatever might be the disturbing cares necessarily attendant upon royalty; whatever the weight with which the imperial diadem pressed upon the fair brow of our beloved Queen, it was ever the joy and pride of all her people of every creed, race, or degree, that whether she was wandering with freedom among the wild glens and mountains of Scotland, enjoying the quiet seclusion of Osborne, holding her high court amid the stately halls of her ancestral palace at Windsor, or mingling in the crowded and busy scenes of her capital, yet that always and everywhere, in the inner circle of her home, her cup overflowed with the fulness of domestic love and peace.

UNIVERSAL SORROW FOR THE NATIONAL LOSS.

Yes, much as we may hereafter, on public grounds, lament the loss we have sustained as a nation, yet the first spontaneous out-

* In a letter dated London, Dec. 23rd, Mr. Thurlow Weed, Editor of the Albany Evening Journal, writes as follows: "I am enabled to say on reliable authority, that the last use the Prince Consort made of his pen, was at the Queen's request, to soften the Despatch sent to Lord Lyons."—Ed. J. of Ed.

burst of grief has everywhere been called forth, by deep and true sympathy with the widowed Queen. In every public newspaper the same feeling is manifested;* and also in every private letter—of which I have received several from different parts of England, one from the wife of a clergyman in a little country village, who says, "Nothing can be more striking than the deep sorrow everywhere felt for the Queen, even here in this remote village; all the people into whose houses I happened to go yesterday were talking of nothing else."†

CHRISTIAN RESIGNATION OF THE QUEEN AND HER CHILDREN.

Most truly, our beloved Queen has had brought home to herself, in her own severe trial, the vanity of all created things; and as far as we can yet learn, she has submitted to the visitation in no weak or repining spirit. To one who spoke to her of resignation, we are informed that her Majesty replied through her tears, "I suppose I must not fret too much; many poor women have to go through the same trials." She felt then that she had no reason to expect that she should have any immunity assured to her: or that sovereigns were exempt from the sorrows and sufferings incident to human nature. For death can find an entrance as easily into the palace of the king, as into the cottage of the peasant. The sentence is passed upon all alike: "All flesh is as grass." Her noble husband, however, had been spared to her, till, by God's mercy, he had accomplished no trivial or unimportant work. He had not been merely the sharer in the pleasures or the pageants of the royal court; he had carefully employed his strong good sense and practical wisdom, in training up and forming the minds and characters of those children with which God had blessed their marriage, and from whose future conduct so much of good or evil must result to this great empire: and in this sacred labour of love the Queen was no ineffective assistant. And one noble-minded daughter, at least, was with her during all that trying time, who was old enough, and able and ready to be the ministering spirit to the dying father, and the stay and support of the weeping mother.‡ And it must have been a most deeply touching and instructive, but heroic act, when, in the first moments of her widowhood, the Sovereign of the British Empire, and the mother of the deceased Prince's children, strong in the conviction of past parental duties piously fulfilled, pressing back for the time the feelings of the wife and the woman into the depths of her bereaved heart, called, as we have been told she did, "her children around her at that trying and awful moment, and, invoking a blessing on their heads, prayed that they might obtain strength and wisdom to assist her in doing her duty to them and the country over which it hath pleased Providence to place her as supreme ruler. The burden of that solemn ejaculation and counsel must have fallen on the heart of the youthful Prince, whom we so lately were rejoicing to see amongst us, and on whom, in the course of nature, will devolve the government of the kingdom, when his Royal mother's reign shall have drawn to a close. He now stands in the place of a husband to this widowed parent." But not only he—will not the whole empire, with one heart, yearn to do its best to supply her mighty loss? And shall not we all, with more earnestness and sincerity than ever, commend her in our prayers to our Heavenly Father, "the King of Kings and Lord of Lords, that He will be pleased to rule her heart in His faith, fear, and love; and to be her defender and keeper, giving her the victory over all her enemies?"

* The *London Advertiser* says: "It is the deep prevailing love for the Queen, and the full appreciation of the magnitude of her loss, which have elicited such a universal manifestation. From one end of London to the other—in the most open squares and streets, and in the darkest and most difficultly-discovered back alleys and courts—a gloom and oppression, a melancholy which can scarcely be described, was painfully but distinctly evident. It was not the almost universal adoption of mourning apparel—it was not the closing of nearly all the shops—it was not the sort of "Sunday look" that the people who paced the streets wore,—there was something deeper than the outside show of grief, a something which all felt but few could depict; a something holy and pure, which will mark out the day of the Prince Consort's funeral with a white stone in the annals of England, as a day on which the English people—the lofty and the lowly—grieved in sacred sympathy with their Queen; a day in which the best feelings of a nation were evoked; a day in which that broad-chested, loud-laughing Briton bowed his head in sorrow, and evinced a true and humble sense of a national affliction. The grief which was manifested was a true grief. It was not a sulky silence—it was a heartfelt sorrow, which expressed itself in the sad and mournful countenances of nearly all one met. What wonder that—and indeed throughout the length and breadth of the land, in lordly mansions and in peasant's hut—one deep, one all-pervading feeling of grief should manifest itself!"—*Ed. J. of Ed.*

† Another friend writes: "We are all so unhappy at the Prince's death—for the poor Queen especially; it is most deplorable: it seems to excite the same feeling in every one, as was demonstrated on the death of the Princess Charlotte. The dean told us he was about to preach on Sunday, the 15th, at the Cathedral, on the uncertainty of life: not knowing what had occurred at Windsor the night before; when just as he was going up to the pulpit he had a paper put into his hand from the Mayor, telling him of it. At the conclusion of his sermon, he informed the congregation that the Prince was dead; and he said he never saw anything like the effect produced: some jumped up, others cried, and it had some striking effect on all."

‡ The *London Morning Post* tells us that "previous to the closing of the coffin containing the remains of the Prince Consort, a wreath of flowers made by the Princess Alice was placed on the corpse, and a miniature of the Queen placed in his hands."

DEVOTION OF BRITONS AND CANADIANS TO THEIR MONARCHIAL INSTITUTIONS.

Yes! never, I believe in the annals of her history, was there a time when the people of England were more satisfied with their political system; and never could it be said with more truth, that in the affection and love, and all the finest and deepest feelings of our nature, the Queen of England may rely with confidence on her people, as her husband. They have ever been ready to rejoice with her in her joys; they are now one with her in this her deep sorrow; and will ever be one with her, whatever burden or heat of the day she may be called to bear. And happy is it for any people when such is the case! Happy is it for us here in Canada, where the country has so thriven and prospered under her beneficent rule; happy is it, in these days of perplexity, when we hear such rumours of war, and men's minds are so filled with many an anxious thought that on this question of loyalty to our Queen and love for her person, and sympathy with her in her sorrow, there is no uncertain sound. God grant that we may never become subjected to all the stern relatives of war. In itself, war must ever involve many consequences which cannot but be contrary to the principles of humanity and the spirit of the Gospel; and will embitter, for years to come, all future relations between ourselves and those with whom we ought to live in amity and close alliance. But the only war which now threatens to disturb us, will be on our part a war of defence, defence of our county, our altars and our homes. No war of aggression has ever for a moment been contemplated by those in authority over us. Unjust wars—wars prompted by ambition, or for the purpose of spoliation are amongst the greatest of iniquities: "but a just and defensive war is the last and greatest appeal to the God of truth." If this shall unhappily, from any circumstances, be ever forced upon us, I trust that there will be no craven or recreant hearts amongst us; but Canada will nobly respond to the call of our Queen in her hour of necessity—and commit the issue of the battle in all confidence to the Great Ruler of the World. But of this we may be certain, that if we desire peace, the best assurance that we shall be able to preserve it, is to be ever ready and prepared for the terrible alternative of war. But does not the very mention of such events, as a possible contingency, suggest another most opposite commentary on the words of the text? Who can presume to foretell what shall be the issues of the morrow; and what assurance have we of any fixity of tenure in anything we now enjoy, whether as a nation or as individuals? Even

"The smile of hope, the mutual look,
When hearts are of each other sure,"

how soon may all be changed—as our beloved Queen has been so painfully and unexpectedly taught—"the Word of the Lord, that alone endureth for ever."

Religious Views of the late Prince.

There are other sources of consolation which cannot fail to sustain and to solace the Queen in this season of overwhelming affliction, more and better than even a nation's sympathy. She has the higher and holier consolation, in the presence of the appalling calamity with which it has pleased Providence to visit her, of knowing that for a considerable time before he was visited with that sickness which proved unto death, that the Prince Consort's mind had been occupied with the momentous interests of that eternal world into which he has been so suddenly ushered. It is a gratifying fact, also, that the Prince Consort—not once or twice merely, but often—repeated when on his dying bed one of the best and most beautiful hymns to be met with in the varied and extensive collection of sacred songs, which is one of the greatest characteristics of our evangelical theology. The hymn, written by Toplady, which was so dear to the dying Prince, is the well-known hymn which begins with the lines:

"Rock of Ages, cleft for me,
Let me hide myself in Thee.
Let the water and the blood,
From Thy riven side which flow'd,
Be of sin the perfect cure,
Cleanse me from its guilt and power."

We can further state from the best authority, that for some time past the late Prince Consort had expressed, with a special emphasis, his approval of evangelical preaching in its most experimental and searching forms.

RELIGIOUS INFLUENCE OF THE PRINCESS ROYAL.

At what particular time, or under what particular circumstances, the religious views of the Prince had taken this more decided shape,

we are not in a position to say. But it is not improbable that the very decided religious change which the mind of the Princess Royal underwent very shortly before her marriage, may have largely contributed to it.

This change of mind on the part of the Princess Royal was the result of reading a small publication by the late Adolphe Monod, of Paris, which had been put into her hands by a lady, whom it would not be right to name; and the change so produced was so decided as to be observable by all around her. What her religious views were after the happy transformation had taken place may be inferred from the fact that during the last time she was at Balmoral, just before her marriage, she devoted several hours every day to visiting the sick and the dying among the poor of the neighbourhood, and in distributing the tracts of the Religious Tract Society—tracts, we need not say, which are of the most practical and evangelical that ever proceeded from uninspired pens. But whatever may have been the agencies by which the late Prince Consort was led to adopt those evangelical principles which seem to have been to him the source of so much delight in his later years, and which were so dear to him when he was hourly expecting the closing scene, it must, now that he has been summoned to another sphere, be the source of overflowing and unfailing consolation to his widowed Queen that his mind had been deeply occupied with thoughts so solemn and so suitable, in the contemplation of the new and untried state of being on which he was on the eve of entering.

—*Morning Advertiser.*

Biographical Sketches.

No. 1.—THE RIGHT HON. SIR JAMES GRAHAM, M.P.

The late Sir James Robert George Graham was the eldest son of Sir James, the first baronet, by Lady Catherine Stewart, the eldest daughter of the seventh Earl of Galloway, and was born 12th June, 1792, consequently he was in his 69th year. He married, in July, 1819, Fanny Callender, youngest daughter of Sir James Campbell of Ardinglass, by which lady, who died in 1857, he leaves issue Frederick Uline (married to the eldest daughter of the Duke and Duchess of Somerset), and several other sons; and among his daughters, two are married, one to the Hon. E. Duncombe, M.P., and the other to Colonel Baring.

The hon. baronet represented Hull in Parliament from 1818 to 1820. In April, 1824, he succeeded to the baronetcy on the death of his father, and two years afterwards he was returned for Carlisle on whig principles. His abilities soon became apparent after he entered the House of Commons, and he was deemed a great acquisition to the whigs. In 1830 he was elected representative for the county, and was one of the most strenuous and zealous advocates for the Reform Bill, as he had previously been for the repeal of the Test Act, and for Catholic Emancipation. On the formation of Earl Grey's administration his talents were so much appreciated, especially in mastering details, that without official experience he was placed at the head of the Board of Admiralty as first lord, and had a seat in the cabinet. After the Reform Bill, in 1832, he was elected for the eastern division of the county of Cumberland, which he represented up to 1837. In May, 1834, dissensions in Earl Grey's cabinet arose on the Irish church question, which led to the retirement of Sir James Graham, together with Lord Stanley (now Earl of Derby), the late Duke of Richmond, and the late Earl of Ripon. On Sir Robert Peel coming into power, Sir James Graham was sought to join the administration, but he and the other members of the "Derby dilly" declined to join the ministry, and publicly stated at the hustings that he had no confidence in Sir Robert's administration, which he subsequently supported by his votes in parliament. At the general election in 1837 he had the mortification of being rejected by his former constituents, and remained out of the House of Commons until the following session when he was elected for Pembroke. In 1841 he was elected for Dorchester. That year, on the late Sir Robert Peel being called upon to form a ministry, Sir James Graham took office under that illustrious statesman as Secretary of State for the Home Department, an office he held until the dissolution of the government in June, 1846. During his tenure of office under Sir Robert Peel he was one of the ablest supporters of the repeal of the Corn Laws, and of the new commercial policy which that eminent statesman and his political friends inaugurated. From 1847 to 1852 he was representative for the borough of Ripon, when in the latter year he was elected for Carlisle, which city he has since sat for in the House of Commons. On the Earl of Aberdeen coming into power as First Lord of the Treasury, in December, 1852, Sir James was appointed First Lord of the Admiralty. He remained with the Earl's ministry till the

Additional Verses to the "National Anthem."

The following additions to the National Anthem, by the Rev. Newman Hall, LL.B., were sung on the evening after the Prince's death, at the weekly meeting of the working classes, held at Surrey Chapel, London. The immense assembly joined with evident and deep emotion in the chorus of each verse:

Ours Royal widow bless!
God guard the fatherless!
God save the Queen!
Shield them with loving care,
Their mighty grief we share,
Lord, hear the people's prayer,
God save the Queen!

In this our Nation's need,
With Thee we humbly plead!
God bless our Queen!
Her life woe sanctify,
Her loss untold supply,
Thyself be ever nigh
To save our Queen!

A correspondent of the *Cobourg Star* also contributes the following additional verses:

God of the fatherless,
Our youthful Princess bless,
Guide them with care;
Them from all ill defend,
On them each blessing send,
Be Thou their Father—Friend,
O! Hear our prayer!

Comfort the widow's heart,
Strength from on high impart,
Comfort our Queen!
Be Thou Her Strength by day,
By night her grief allay,
Cheer Thou Her lonely way,
God save our Queen!

vote on Mr. Roebuck's motion, "That a select committee be appointed to inquire into the condition of our army before Sebastapol, and into those departments of the government whose duty it has been to minister to the wants of the army." From that period he has not sought official employment, although he was offered office on the formation of the present ministry. The late baronet was a D.C.L. of Cambridge, elected in 1835, and was Lord Rector of Glasgow University in 1840. He is succeeded in the baronetcy and estates by his eldest son, Frederick, who was born 2nd April, 1820, and married, in October, 1852, to Lady Hermoine St. Maur, eldest daughter of the Duke and Duchess of Somerset. The present baronet was attached to the embassy at Vienna in 1842, and subsequently entered the 1st Life Guards.—*Daily News.*

Papers on Practical Education.

SUAVITER IN MODO, FORTITER IN RE.*

Every one acquainted with the teaching and management of children, will readily acknowledge that the above motto contains an important maxim with respect to education and discipline. It is comparatively an easy matter for the teacher to win over children, so that they will be perfectly free from restraint when in his presence. This any teacher, whatever his attainments may be, may easily effect, by giving his pupils considerable license, and by unbending freely in his intercourse with them. This is a course which of late years it has been fashionable to recommend, admire, and praise. But it is one attended with danger, especially when carried to anything like excess. It is the boast of some schools that their discipline is of the mildest possible form; but by what means order and industry are produced and fostered in the pupils of such schools is a matter which is generally not very explicitly stated. . . . Young teachers may sometimes be met with who seem to think that there cannot be too much of the *suaviter*, and who, in carrying out their notions on this point, act childishly rather than child-like. And what is the consequence? Why, that such teachers lose that respect in which they ought always to be held by their pupils, and cease entirely to exercise over them, by their manners, any salutary disciplinary influence. We believe we shall not be accused of exaggeration, when we say that faults of this kind are sometimes to be met with in some of our less experienced teachers. We hint at them—we need hardly say—not in a carping or fault-finding spirit,—but with a desire to see them amended. When we reflect on the duties and the difficulties of the teacher's position, and the peculiar qualifications necessary to enable him to fulfil the one and to overcome the other, we may well exclaim with the apostle, "Who is sufficient for these things?" We are aware, too, that faults of the kind which we are now alluding to, are quite compatible with a sweet and amiable disposition, and, in fact, are often found associated with such a disposition. The individual guilty of them may have all the lily's beauty, but he wants the cedar's strength. What makes the

* This literally means:—Sweetly or pleasantly in manner; but vigorously, or firmly in action, deed, or execution.

efficient and useful teacher, however, is the union in the same person of the *sauviter in modo* and *fortiter in re*. It is true that this is a cardinal qualification in the teacher that he should love children; that he should be happy in the midst of them; and, especially if a teacher of the poorer classes, that he should not be repelled by their rudeness of manners, should not feel discouraged by their ignorance, harassed by their blunders, nor teased and annoyed by their questions. He should have a heart which can sympathise with the ingenuous innocence which he will find light up the countenances of some, at least, of his pupils. He should also be capable of contemplating, in a Christian spirit, the troubles incident to them, the sufferings they endure, the temptations which surround them, the dangers which threaten them. It is right, we say, that the teacher should be cognisant with such facts as these, and should cultivate such a disposition as would enable him feelingly to appreciate them. Still, with all this, we hold that the teacher must be very careful to maintain his authority. Great friendliness of manner and serenity of temper in the teacher are like sweetmeats to the children—very agreeable; but a proper degree of firmness and vigour is the seasoning which preserves the fruit from spoiling, and renders it wholesome and nourishing. The experienced teacher knows, that though he may occasionally unbend, and say a pleasant or funny thing to the children, it will not do to allow them to do the same, and to take liberties with him; and he will carefully repress any approach to anything of the kind on their parts. Children quite understand when they are told, in a certain tone, "that it is not right; you must not do so."

By continual loud talking, scolding, and threatening, many parents, and perhaps some teachers too, lose their authority over the children. To those who think that discipline cannot be of too mild a form, we should suggest the consideration of the following sentences of Luther's:—"Our boys should be educated strictly and firmly, not triflingly and playfully, as some do. They should be taught to do with little—without luxuries or superfluities of any kind; to love work, to bear fatigue, to shrink from no necessary labour; all which they will most probably find useful in their everyday life. The virtues in which we ought to train them are, the fear of God, industry, love of country, moderation, courage, and modesty. With such weapons, they are equipped for whatever conflict they may have to encounter, for they will thus have 'a sound mind in a sound body.'"—*English Journal of Education*.

EDUCATIONAL CALENDAR, 1862.

1862.	SUNDAY.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.	1862.	SUNDAY.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
JANUARY ..	.....	1	2	3	4	5	6	JULY .....	.....	1	2	3	4	5	6
	7	8	9	10	11	12	13		7	8	9	10	11	12	13
	14	15	16	17	18	19	20		14	15	16	17	18	19	20
	21	22	23	24	25	26	27		21	22	23	24	25	26	27
	28	29	30	31					28	29	30	31			
FEBRUARY ..	.....	1	2	3	4	5	6	AUGUST .....	.....	1	2	3	4	5	6
	7	8	9	10	11	12	13		7	8	9	10	11	12	13
	14	15	16	17	18	19	20		14	15	16	17	18	19	20
	21	22	23	24	25	26	27		21	22	23	24	25	26	27
	28	29	30						28	29	30				
MARCH .....	.....	1	2	3	4	5	6	SEPTEMBER .....	.....	1	2	3	4	5	6
	7	8	9	10	11	12	13		7	8	9	10	11	12	13
	14	15	16	17	18	19	20		14	15	16	17	18	19	20
	21	22	23	24	25	26	27		21	22	23	24	25	26	27
	28	29	30						28	29	30				
APRIL .....	.....	1	2	3	4	5	6	OCTOBER .....	.....	1	2	3	4	5	6
	7	8	9	10	11	12	13		7	8	9	10	11	12	13
	14	15	16	17	18	19	20		14	15	16	17	18	19	20
	21	22	23	24	25	26	27		21	22	23	24	25	26	27
	28	29	30						28	29	30				
MAY .....	.....	1	2	3	4	5	6	NOVEMBER .....	.....	1	2	3	4	5	6
	7	8	9	10	11	12	13		7	8	9	10	11	12	13
	14	15	16	17	18	19	20		14	15	16	17	18	19	20
	21	22	23	24	25	26	27		21	22	23	24	25	26	27
	28	29	30						28	29	30				
JUNE .....	.....	1	2	3	4	5	6	DECEMBER .....	.....	1	2	3	4	5	6
	7	8	9	10	11	12	13		7	8	9	10	11	12	13
	14	15	16	17	18	19	20		14	15	16	17	18	19	20
	21	22	23	24	25	26	27		21	22	23	24	25	26	27
	28	29	30						28	29	30				

Miscellaneous.

"WAITING FOR AN ANSWER."

A late number of *Punch* has peculiar interest. Its principal feature is a fine engraving of Britannia, looking over the sea, in a sad yet stern mood; her arms by her side all ready; her hand on a lanyard, ready to fire off a cannon, pointing at America. Underneath is a single line,— "Waiting for an answer." On the opposite page are the following powerful lines, which undoubtedly well reflect the feeling of the British nation:

Britannia waits an answer. Sad and stern,
Her weapons ready, but unsheathed they lie;
In her deep eye suppressed, the lightnings burn,
Still the war signal waits her word to fly.

Wrong has been done that flag whose stainless folds
Have carried freedom wheresoe'er they flew;
She knows sharp words fit slaves and shrewish scolds,
She but bids those who can, that wrong undo!

She has been patient; will be patient still.
Who more than she knows war, its curse and woe?
Harsh words, scant courtesy, loud mouthed ill-will
She meets, as rock meets ocean's fretful flow.

All wars she knows drags horrors in its train,
Whatever the foes, the cause for which they stand;
But worst of all the war that leaves the stain
Of brother's blood upon a brother's hand.

The war that brings two mighty powers in shock,
Powers 'tween whom fair commerce shared her crown
By kinship knit, and interest's golden lock—
One blood, one speech, one past of old renown.

All this she feels, and therefore sad of cheer,
She waits an answer from across the sea:
Yet hath her sadness no alloy of fear,
No thought to count the cost, what it may be.

Dishonour hath no equipoise in gold,
No equipoise in blood, in loss, in pain:
Till they whom force has ta'en from 'neath the fold
Of her proud flag, stand 'neath its fold again.

She was in arms; and in her cause is safe;
Not fearing war, yet hoping peace the end,
Nor heeding those her mood who'd check or chafe;
The right she seeks—the right God will defend!

Educational Intelligence.

— TRINITY COLLEGE CONVOCATION.—The annual convocation of the University of Trinity College was held in the hall appropriated for that purpose. There was a large attendance of the friends of the institution, including many ladies. The Hon Sir J. B. Robinson, Bart, Chancellor of the University, presided; on his right sat the Hon. and Rt. Revd. the Lord Bishop of Toronto, and the Ven. the Archdeacon of York; and on his left, the Rev. Mr. Whittaker, Provost of the University. The following degrees were conferred: B. A.—Lewis Hamilton Evans, Richard Harrison, Thomas William Allen, Gustavus Alexander Anderson, John Gilbert Armstrong, Henry Brent, George Armstrong Bull, William Logan, Henry Edward Pless, Elam Rush Stimson, John Wilson, John Bell Worrell, James Henry Ball, Elmes Henderson, John Edward Kennedy, Charles Albert Mittleberger. M.A.—Richard Sanders, Donald Ion Forbes McLeod, William Fleming, Ephraim Patterson. M.D. *ad eundem*.—Beverly R. Morris, Trinity College, Dublin. M.A. *ad eundem*.—Edward Henry Dewar, Exeter College, Oxford. The following students were matriculated:—Robert Henderson, first foundation scholar; Frederick Bethune, Cameron scholar; Thomas Smith Kennedy, second foundation scholar; George Frederick Herman, third foundation scholar; John Hamilton Jessup, fourth foundation scholar; John Robinson Cartwright, Richard Cleary, Hugh Cowper, Samuel Bruce Harman, Kearney Leonard Jones, Daniel George MacMartin, Donald Sherwood, William Westney. Jonathan William Acres passed the

Matriculation examination in October, but was not present, having been matriculated on the 4th of that month.—The names of the following gentlemen were announced as prizemen in the June examination, 1861:—*Divinity Class*.—The Bishop's Prize: Bethune, Carruthers—*sq.* *Third Year*.—Prize in Classics: Evans, L., Harrison—*sq.* Prize in Geology and Practical Chemistry: Harrison. *Second Year*.—Prize in Classics: Jessup Prize in Geology: MacMartin. *First Year*.—Prize in Chemistry and Experimental Philosophy: Givins. The following prizes were also declared:—Dr. Bovell's medal for Essay on Natural Theology: Forneri. English Essay Prize: L. H. Evans. The Archdeacon of York's prize for English Verse: Trew. Dr. Fuller's Reading Prizes: Bethune, Carruthers. Mr. Forneri and Mr. Evans recited their essays, and Mr. Trew his poem, all being rewarded with loud rounds of applause. The proceedings of the Convocation were closed by the Bishop pronouncing the Benediction. The students then sang "God Save the Queen" with much spirit, after which three hearty cheers were given for the Queen, three for the Chancellor, three more for the Lord Bishop, and a final three for the ladies.—*Leader*.

— **QUEEN'S COLLEGE UNIVERSITY RIFLE CORPS.**—A meeting of the Students of the University of Queen's College was held on Saturday evening in the College buildings, and a good deal of enthusiasm was manifested in the volunteer movement. It was resolved to organize a Rifle Company, and 55 students at once enrolled themselves, and selected Mr. John May, captain, Mr. Robert Kincard, lieutenant, and M. O. Irwin, ensign, by acclamation. It is intended to fill up the company to 75, but as many of the students are absent spending the Christmas holidays at home, this will not be done till their return. At the close of the meeting three hearty cheers were given for the Queen.—*Kingston News*.

— **SCHOLARSHIP, QUEEN'S COLLEGE, KINGSTON.**—A new scholarship has been placed in the hands of the senate of the University of Queen's College, Kingston, by the handsome donation, from John Watkins, Esq., of City of Kingston, of sixty dollars. The scholarship will be awarded this session.—

— **COMPETITIVE EXAMINATION OF COMMON SCHOOL PUPILS, IN WEL- LINGTON.**—The County Council having, with praiseworthy liberality, granted eighty dollars for the purchase of prize books for the Common Schools of each riding, a competitive examination of the pupils attending the schools of the North-Riding was held in Elora some months since; and the South-Riding examination took place in the Town-Hall here, on Thursday and Friday, December 5th and 6th, under the direction of the Local Board of Public Instruction. The examinations were conducted by the Rev. J. G. McGregor, Elora Grammar School; A. D. Fordyce, Esq., School Superintendent for the North-Riding; and J. Baikie, Esq., Head Master of the Central School, Galt. A majority of the members of the Board of Public Instruction were present at one or more of the sessions of examination. Many of the school teachers of the Riding were also present. About 232 common school pupils presented themselves for examination. The examination of the different classes was conducted with ability and impartiality by the examiners, the children evincing a healthy emulation, and the teachers no small interest in the success of the pupils of their respective schools. The County Warden, the Members of the Board of Public Instruction, and the Examiners, having assembled on the platform of the hall, the Rev. Mr. McGregor addressed the assembly at some length, contrasting the present condition of the town with that it held a few years since, in a material, a social, and an educational aspect; marking the rapid progress made, tendering sound advice to the teachers and pupils present, and expressing a hope that the County Council would continue, by such liberal grants, to advance the educational interests of the county. Messrs. Fordyce and Baikie also addressed the audience, giving appropriate and judicious advice to the successful and unsuccessful competitors, to the teachers, and to parents. W. Whitelaw, Esq., the County Warden, expressed the gratification he had experienced in witnessing the examination, and his hearty intention of supporting a resolution for a similar grant on a future occasion. The prizes were distributed by H. W. Petersen, Esq., and the awards of the examiners appeared to give general satisfaction.—*Guelph Herald*.

— **LAVAL UNIVERSITY LIBRARY.**—We learn from the *Quebec Chronicle*, that within the last few months, the library of the Laval University has been enriched by the acquisition of a number of rare and interesting works—among others the Ecclesiastical Annals of Baronius, the Bollandists, the complete works of Muratorius, and many other treasures of literature,

amounting in all to some five hundred folio volumes. The works added to the library, since the commencement of the present year, have cost the University upwards of seven thousand dollars. We learn that they were selected by M. Tailhan, formerly professor of philosophy in the University.

Literary and Scientific Intelligence.

— **CANADIAN INSTITUTE.**—The annual meeting of the members of the Canadian Institute for the purpose of electing officers for the ensuing year, was held on Saturday evening in the rooms of the Institute, Toronto Street. The attendance was not very large. Prof. Wilson, President of the Institute, occupied the chair. Mr. P. Freeland (Secretary) read the annual report of the Council for the past year, by which it appeared that since the previous report there had been an addition of twenty-seven new members to the Society, and from various causes a loss of twenty-five, showing a total increase of two during the year. This was a slight improvement upon the statistics of 1860, and the Council earnestly hoped that the efforts of those who took an interest in the Society's operations would be such as to enable a still more favourable report to be given at the close of the ensuing year. The total number of members on the 30th November, 1861, was 464. The report of the editing committee, which was incorporated with the report of the Council, reviewed the work of the *Canadian Journal*, published by the Society, the cost of which for the past year, including printing and engravings, amounted to \$1291. The Treasurer's statement showed \$11,745 60 to be the amount of receipts during the year, including the cash balance from last year; and \$9,853 60 the expenditure—leaving a balance of \$1,892. During the year 126 books had been added to the library, 102 of which were donations. In conclusion the Council remarked that the condition of the Institute was quite as satisfactory as the state of the Province would lead them to expect. It might not exhibit year by year any marked advance; but it was at least able to keep pace with the general march of science and to maintain the high character which it had always held among the learned societies of the continent. The report was unanimously adopted, and thanks were tendered to the President and Council of last year. The members then proceeded to elect officers for the current year, with the following result:—*President*—Hon. Justice Hagarty. *First Vice President*—Rev. Prof. Irving. *Second Vice President*—Mr. Thomas Keefer. *Third Vice President*—Mr. Sandford Fleming. *Treasurer*—Mr. D. Crawford. *Recording Secretary*—Mr. P. Freeland. *Corresponding Secretary*—Rev. Prof. Hatch. *Librarian*—Prof. Hind. *Curator*—Mr. J. F. Smith. *Council*—Prof. Wilson, Prof. Chapman, Prof. Hincks, Hon. G. W. Allan, Prof. Croft, Prof. Hind and Prof. Cherriman.—*Leader*.

— **MONUMENTS TO DISTINGUISHED ENGLISHMEN.**—A monument to the memory of the late Dr. Blomfield, Bishop of London, will be erected in the south aisle of St. Paul's Cathedral. The design is by Mr. George Richmond, R.A. A monument to Sir Humphrey Davy is to be erected at Penzance. It consists of a granite column and pedestal, surmounted by a statue of the great chemist holding a safety lamp in his hand. A bronze statue to Sir John Franklin was inaugurated at Spilsby, his birthplace, on 28th ult. A statue to his memory is also to be erected at government expense in London.

— **THE SURVEY OF A PARALLEL** of north latitude running through Ireland, England, Belgium, Prussia and Russia is nearly completed; and the accurate length of a base line stretching from the west coast of Ireland to the Ural Mountains will very shortly be ascertained.

— **OBSERVATORY ON MOUNT ARARAT.**—The Emperor of Russia has devoted one hundred and twenty-five thousand francs to the erection of an observatory on Mount Ararat.

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RECENT EDUCATIONAL SPEECHES IN ENGLAND.

1. THE RIGHT HON. LORD STANLEY, M.P.

From a speech lately delivered by Lord Stanley, (eldest son of the Earl of Derby,) before the Leeds Mechanics' Institution and Literary Society, we make the following extracts:—

PRESENT PRACTICAL CHARACTER OF EDUCATIONAL SPEECHES.

In the question which we have to consider, that of education, it appears to me that there has been a good deal of talk and also a good deal of action; but, with a few notable exceptions, the talkers have, for the most part, not been the workers, and the workers have been content to labour silently. And so much is this felt to be the case that one may notice on occasions like the present that, instead of those dissertations or declamations on the advantages of learning which used to be so common, and which, with all their merits, had certainly not that of novelty, there is on the part both of audience and speakers an almost instinctive desire to turn to some other topic.

PROGRESS OF POPULAR EDUCATION—OBSTACLES.

When I learn that in 1853—only eight years ago—the schools for children of the labouring classes under inspection in Leeds held 6,500 pupils, while in 1860 the number exceeded 10,000; when I am told that whereas in 1853 the proportion of scholars in such schools to the entire population was 1 in 26, it was in 1860 more than 1 in 19—it is no idle compliment to tell you that you have shown, at least of late years, that your hearts are in the work. (Hear, hear.) But it is precisely because you have shown this spirit, because elementary teaching has increased

in amount, and, I hope, improved in quality also, that the need is more and more felt for institutions like this, the anniversary of which we are holding to-night. A careful local inquiry has proved that in this place the average age at which boys leave school is 10 years, and with the fact the explanation likewise is given, for it is stated that at that age they can earn, in ordinary times, from 4s. to 5s., weekly, or from £10 to £12, in the 12 months. We are apt to blame parents for taking away their children so young, and no doubt it is one of the chief practical obstacles to improved teaching; but it is only just to recollect that to a family which earns perhaps in all £50 in the year, a sacrifice of £10 even is relatively far heavier than any which parents in the upper or middle classes of society are called upon to make for the instruction of their children.

FAULTS OF MODERN POPULAR EDUCATION.

So far from thinking that into our ordinary day-schools a more extended range of teaching than the present can be introduced, those who have watched the progress of education have more and more come to believe that the fault of modern education, so far as children and young boys are concerned, has laid in the opposite direction, and that elementary teaching has suffered by the natural ambition of masters to cram a great deal into a limited time. I was reading the other day an extract from the last report of the Irish National Board, whose schools are probably as well managed as any in these islands, and I found it there stated that out of 165,000 children examined in reading, only 19 per cent. were able to read the higher or less easy book of lessons with ease and intelligence, while in addition to that 19 per cent. 38 per cent. more were able to read the easier and simpler book in which they were tested. Now, that leaves 43 per cent. or more than two-fifths, who could not read with any degree of correctness; and in regard to writing the results are even less satisfactory, for only 51 per cent., or hardly more than half, out of 91,000 children examined, were able to write fairly. No doubt we should remember that the examination included children of various ages, and if only those had been selected who were on the point of leaving the school, the result would have been more favourable; but, without laying much stress on these figures, which I cite by way of illustration rather than of proof, I would appeal to every master, to every clergyman, to every inspector of a school, whether a large proportion of the children do not pass through the routine of lessons (more or less regularly attending, as the case may be) literally without carrying away anything which will be of use to

them in future life. They are able, perhaps, to read, but with so much difficulty that they never do it unless from sheer necessity. The habit is not formed, and in a few years the power is lost. They may have learnt to write—that is, they may know the shapes of the letters, but it is pain and grief to them to use a pen, and, unless inclination or circumstances lead them to improve in later life, the time they have passed at school is to all intents and purposes wasted. The truth in this matter has been spoken out plainly and sensibly by the inspector of schools for this district, in his general report for last year. He says, "We know this, and we know also the cause. It is the shortness of school-life. You cannot cram into the space of two or three years the instruction which ought to occupy five or six, any more than you can eat at two or three meals the food which ought to last for a month. You cannot in months create habits which require years for their formation. * * * Yet this is what is being done now, and must be done so long as the inexorable demands of labour continue."

REMEDIES—EVENING CLASSES AND NIGHT SCHOOLS.

And he points out the remedy,—evening classes, night schools, opportunities of learning given to those whose daily labours cannot be interfered with, but who with that labour are willing (as in these northern towns many thousands are) to combine some pursuits which may keep them from sinking into mere machines for the production of wealth. I apprehend that the want of such opportunities is being more and more felt, and I lay so much stress upon them, and believe so little in the possibility of doing without them, that I don't hesitate to say, if three-fourths of all those who attend day-schools could be sent out into the world knowing thoroughly how to read, write, and cipher, having acquired, in addition, those habits of order, discipline, and neatness which a well-managed school gives, and having been taught either at school or at home the elementary truths of religion, I would gladly compound for their knowing little or nothing else, feeling sure that those who had got so far would not stop on the road.

GOOD FEATURE OF THE NEW EDUCATIONAL CODE.

Various opinions have been and will be expressed on the new educational code which has excited so much sensation. It is not my business to discuss its provisions in this place, but in so far as it tends to confine school-teaching to simple elementary matters, and to test the merit of the teachers by the plain standard of what the pupils have learnt—in so far (not entering into the question of pledges given or expectations disappointed) it seems to me a wise and rational measure.

OVERLENGTH OF SCHOOL HOURS.

There is one defect in most schools with which I am acquainted, to which I am glad to see that attention is being called—I mean the overlength of school hours, the too great portion of each day which children are required to pass in a crowded room, not always well ventilated, and where entire bodily inaction is made compulsory. It is not easy for grown men to go back to the feelings of their earlier years, and to understand how an amount of bodily quiet and mental application which to us is natural and easy can be at an earlier age an absolute violation of the laws of our bodily state. Sundays especially are apt to be made to young people days of torment rather than of rest.

THREE WANTS IN OUR SYSTEM OF PRIMARY INSTRUCTION.

The three wants of our system of primary teaching are—more regular attendance; limitation, in the majority of cases, of school hours to a moderate amount; and limitation of teaching to such subjects as can be thoroughly mastered. It was the custom some years ago to lament over the small number of scholars in proportion to the population. In that respect there is now, I do not say nothing, but comparatively little, to complain of. The evidence given by the Education Commissioners appears to me on that point conclusive. One of their assistants estimates the number of those who attend no school at from 5 to 10 per cent. of the total population of the school age. Another says, "There are very few cases in which children have been at no school whatever." A third, "There are very few who do not see the inside of something that may be called a school." A fourth, "Absolute neglect is almost unknown among respectable working men in the towns." And the commissioners themselves sum up the question by affirming that, with the exception of children whose parents are either paupers or of criminal habits, "almost all the children in the country capable of going to school receive some instruction." It is worth adding, as indicative of the progress that has been made, that whereas in 1851 the scholars were to the whole population as 1 in rather less than 8½, they were in 1858, according to two separate returns, as 1 in rather less or rather more than 7½. We may, therefore, I think, assume that some part of the controversies of 10 years ago is out of date.

COMPULSORY EDUCATION OPPOSED TO ENGLISH FEELING.—REMEDY.

In the face of these facts, arguments for compelling parents by law to send their children to school appear to me as much out of place as the proposition itself is opposed to English feeling and character. Another conclusion, too, is forced upon us—that no scheme for the extension of teaching is likely to succeed which aims at superseding, in any considerable degree, the exertions of those who are already in the field. What we want is, not so much to augment the number of schools as to utilize those we have (hear, hear); and that brings me directly to the object of our meeting here, for I conceive that it is only by giving the means of carrying on instruction in later years that we can create even a wish for it, either among parents or children. Depend upon it a father who has left school at 10 years old (if he ever was there,) and has not looked into a book since, will not, in 99 cases out of 100, care much what kind of teaching his son gets.

MECHANICS' INSTITUTES, THEIR FAILURES AND SUCCESSES.

Now, we all know that it was to supply this want of a more advanced teaching that mechanics' institutions were established 35 years ago. They have met with varying success; a few have succeeded; the majority, unquestionably, have failed. And, looking back, it does not seem difficult to understand why they have failed. They mostly began, as you did here, with trying to teach pure science. Now, that can never be made attractive to the multitude, whether among rich or poor, for thinkers in every class are few. They relied, in many cases, on lectures as means of teaching, and the instruction they gave was desultory and imperfect. They had political and social prejudices to contend against; they rose in days when working men were less well off than now, and had little leisure for thought on matters which did not immediately concern their material interests. Cheap reading did not exist; the public mind was unprepared; and it is fair to add that some of their most prominent advocates, putting forth exaggerated hopes of what might be effected, by that natural display of zeal, discredited the comparatively slight result which was effected. Still, I think they did good. They kept the question of education before the public; they helped the first feeble efforts to spread a sound sanitary knowledge among the people; they materially assisted the first promoters of cheap literature; and, where circumstances have been favourable the crude notions of 1824 have developed into well-considered schemes, supported by all parties and sects, and really reaching the class for which they are meant.

THE PRACTICAL RESULT OF EDUCATION ON OUR NATIONAL LIFE.

And now, gentlemen, after all these things have been said, there remains the question, "Assume the means of teaching to be such as you have described, assume that they are used and appreciated, what will come of it all? What is the practical result on our national manners and life?" That is a question often put, not in a hostile or captious spirit, but with a real wish that it should be answered. And it must be asked, and it must be answered, unless we choose merely to repeat ignorantly and at second-hand the popular cry. As to the advantage of elementary teaching, of those simple acquirements which are the key to all knowledge, and without which it is hardly possible to get on in life, no one raises a dispute; but it is questioned whether anything beyond this is useful in the class of life from which mechanics are taken. Well, I say, first, no man doubts the importance of health. To the poor man it is capital, it is bread, it is independence; with all men it goes far to make the difference between a happy or unhappy life. There is no more real or tangible benefit which you can confer upon a people than when you reduce the rate of mortality and lessen the amount of disease. In the United Kingdom it is estimated that people ought not to die at the yearly rate of more than 17 in 1,000; they do actually die at a rate greatly exceeding this—I think, on an average, 22 or 2 in the 1,000. Now, here we have, with our population of 30,000,000, more than 100,000 lives yearly thrown away. What kills them? Not overwork, not famine, not, in the majority of cases, the hard necessities of their condition; but ignorance—ignorance on their own part, or on that of society, of the physical laws of our being. No doubt there are unhealthy and dangerous trades, there are lives shortened by actual want, but these are comparatively few; every doctor will tell you that an immense saving of life would take place if only some three or four simple things were estimated at their true value—pure air, pure water, sufficient drainage, and healthy bodily exercise for those who lead sedentary lives. Some one may answer me, "These are matters, except the last, with which landlords and local authorities have more to do than the people. We can't choose the house we will live in. We drink the water supplied to us. We breathe the air around us, such as it is." "Well," I reply, "but if the people take interest in these things, if they understand their immense practical importance, there is no danger that landlords or

local authorities won't do their duty. If smoke nuisances are allowed to go on because nobody will exert himself to put them down; if good water is objected to because it costs a little more in the rates; if streets and alleys are left mere nests of fever and pollution for want of a few drains, the fault is not with individuals here and there, the fault is with the public at large, without whose support and encouragement, in an age and country of popular measures, no important work can be carried through.

NECESSITY OF PHYSIOLOGICAL AND GENERAL KNOWLEDGE.

Then as to the habits of those whose occupations are sedentary. I suspect we are few of us aware how rapidly a close indoors existence, where the brain alone is worked, and the muscles don't get fair play, extinguishes health, strength, and in time life itself. Every great city is fed by the influx of strangers from outside. Few, if any, keep up their numbers without such immigration. That is a startling state of things; and it need not be so. Men may live in masses without poisoning one another, and they may be prosperous men of business without sacrificing health to wealth. But they must first have a clear idea of their bodily nature and its requirements, and that is a kind of knowledge which surely can never be out of place. Well, then, there is another sort of teaching of which few persons will deny the usefulness. You well know in these districts how many of the great improvements in arts and manufactures have been made by workers, with only their practical good sense and acquaintance with the details of their business to guide them. Don't you think that such men will work all the better, will keep their eyes more open and their minds more on the stretch for improvements, if they have taught themselves something of the theory of what they are doing?

VALUE OF SUPPLEMENTARY EDUCATION.

I say then, for sanitary improvement, which is perhaps the most vital of all questions that affect the national well-being; for inventive improvement, for the keeping up of that manufacturing pre-eminence which we won by hard struggles, and for which we must struggle hard if we intend not to lose it; for the successful working out of the great social problem with which the operative class is now striving to deal, we want institutions such as this. We want them because they supply a gap in our educational system which cannot be otherwise filled up. We want them because we believe that great prosperity, not combined with corresponding intellectual or moral advancement, is for any people an anomalous and unsatisfactory condition. We want them, because we believe that without their help a great part of the £2,000,000 a-year which the State and the people jointly are spending on the education of the young will be comparatively thrown away. We do not suppose that they will effect marvels, that they will put down drunkenness or crime, or place men who have but little leisure for study and thought on a level with those who can give their whole lives to those pursuits. But we think they will be a help to many, a pleasure to many more, a check on some moral and physical evils, a hindrance removed out of the way of self-taught men who aspire to rise in life; and, so thinking, we shall proceed with pleasure to the principal object of our meeting to-night—that of paying honour, in the presence of this vast concourse, to those who have won early distinction in this institution, and who have thereby, if they will allow me to say so, pledged themselves before their fellow-townsmen to a career of honourable exertion and of not less honourable ambition.

2. SIR WM. ATHERTON, M.P., ATTORNEY GENERAL.

ESSENTIALS OF RELIGIOUS EDUCATION.

From a speech delivered by Sir William Atherton, at a Wesleyan Tea Meeting, in Newbottle, a town near Sutherland, we make the following extracts:—He said, "For a number of years he had taken a great interest in Education. By education he meant religious education, because, in his opinion, separated from religion it was no education at all, but a perversion. He believed that if it were possible to train youth in the bare knowledge of general literature, in reading and writing, and leave them ignorant of the existence of God, of their duty to their maker, and of the divine canon of their duty towards their neighbour—if they could carry out such a model of instruction (education he would not call it), he was persuaded that, so far from having benefitted, they would have injured the persons who should be the subject of their experiment. And in making that remark, which was familiar enough, he might say they were not destitute of authority and proof of its truth in the history of their race. The Greeks and the Romans of the olden time were polished people, but, being ignorant of the true God, in spite of their learning, eloquence, and polish, they were sunk in the most debasing practices, and presented the hideous spectacle of polished

vice. But in what respects were they different from what must be the condition of this or any other country where secular knowledge was imparted without religion? To fit a man properly for the duties of Christianity they must give him a knowledge of the various other objects which concern him, coupled with a constant reference to the great Author of Good, the great doctrines of charity and love of man to his Maker, which the Bible inculcated. Let this double instruction be given, and they did all that man could effect or do towards the proper cultivation of his fellow-man, and towards enabling that fellow-man to fulfil his duty in his station in this life, and after this life to enter upon a life of eternal blessedness.

OBJECTION TO RELIGIOUS EDUCATION.

There were some who founded their objections to religious education upon the great variety of religious opinions—a variety which, when applied to the Protestants of this country, was very greatly exaggerated—and who advocated the separation of secular instruction from religious instruction, supposing the parents of the child to be disposed to take advantage of the law. That was the only controversy on the subject of religious education in this country, and very little now remained of it. The opponents of religious instruction formed a very inconsiderable section of opinion in this country.

NATIONAL NECESSITY FOR RELIGIOUS EDUCATION.

There were circumstances in the present day which seemed to make it more than ever incumbent upon those who had the power to endeavour to disseminate and confirm religious education among the various classes of the community. We might say without vanity, looking at the state of surrounding countries, that we were the light of the world. Providence had favoured us in a manner for which we could not be grateful enough. We were defended by our insular position, and were blessed with a free constitutional Government. We had long enjoyed religious liberty, and no man dared to interfere with another man in his honest exertions to bring his neighbour to the religion which commanded itself to his mind. We knew little of the persecutions of other countries. England had long been—and long might it continue to be!—the asylum and refuge for the distressed from any other country. Enough of military glory had been accumulated to satisfy those who were most desirous that the country should be distinguished for its feats of arms. We were now blessed with an extended commerce and increasing colonies, and with every circumstance about us which could direct attention to our proceedings, and which ought therefore to make us persevere in the effort to make ourselves an example to the other nations of the world. With all these advantages, and with no impediment except our own slothfulness and want of liberality, surely it must be our own fault and reproach if the most of our fellow-countrymen did not present a favourable spectacle of order, morality, and decorum, which might to some extent seem to be an acknowledgment to the Almighty for the mercies which He had brought down upon us.

POWERLESSNESS OF GOVERNMENT AMONG A DEMORALISED PEOPLE.

As he was a member of Parliament, he might be excused making the remark that in this country the people took a very prominent part in its government. There were officers by whom the Government was carried on, and there was our beloved Sovereign at the head of the State. But no excellence in the Sovereign, no ability or efforts of the Ministry, could well conduct the Government unless the bulk of the people were sound at heart, and unless they stood firm to the true interests of their country. The time would come when a considerably greater number of the people would be called upon to take part in its government, and the best way to bring about so desirable a change was that the men who were likely to be brought into the governing body should be fitted by education to discharge their duty. Buildings like that in which they were assembled—erected for the worship of Almighty God, and for the purposes of religious education—were the means by which the people must be trained to exercise a higher and more extended part in the government of the State, and he would be the most true Parliamentary reformer, in his opinion, who would most zealously exert himself to maintain buildings of this description.

WHAT THE WORLD WOULD BE WITHOUT BOOKS.

Without books, God is silent, justice dormant, natural science at a stand, philosophy lame, letters dumb, and all things involved in Cimmerian darkness.—*Bartholin.*

DUTY THE PATH OF SAFETY.

It is one of the worst of errors, to suppose that there is any other path of safety except that of duty.—*Nevins.*

II. Papers on Practical Education.

1. PERIODICAL EXHIBITION OF SCHOOL LABOUR.

By an "exhibition of School Labour" we do not mean a collection of the various books, apparatus, &c., used in the elementary school, but the periodical bringing together of the *bona fide* productions of the schoolroom; the unvarnished results of our ordinary, every-day school labour; an exhibition of our writing, book-keeping, home-exercises, examination papers, drawings, needle-work, together with any other results which school procedure can furnish, calculated in any degree to supply matter for the educator's consideration and guidance.

As far as we are aware, no effort has hitherto been made in this direction, and yet in other departments we have long been familiar with such agencies, and know full well the immense advantages they have secured. Look, for example, at the periodical and permanent exhibitions of machinery and manufactures; at those of the horticultural and kindred societies; our galleries of paintings, and many others. All these tend to the same end, and, by the information they convey, the extensive comparisons they enable us to make, the valuable suggestions they supply, their constant stimulus to experiment—issuing in new inventions or improvements—the attention they arrest, the ardour they awaken in the pursuit of science and art, and the constant advancement they insure, all make their utility evident and their value to be acknowledged.

But it seems not to have occurred that an equally practical and powerful influence for good to the cause of education lies within the teacher's scope and reach in following a course precisely analogous, although it is not to be doubted that such periodic collections of school results, properly managed, would prove of the highest service in raising the standard of educational operations in thoroughness and utility. We cannot conceive of two, sincerely devoted to their work, bringing their school productions together for friendly comparison and criticism, without consequences of the highest practical importance to themselves and schools, much more were a number thus to co-operate. The differences—no less in the kind of productions than in degree of attainment—which would be brought under notice, would be sure to awaken inquiries of the utmost value. The circumstances under which they were produced; the methods employed; time devoted to each or any particular branch; amount and kind of assistance; social character of the scholars, &c.; such would be the kind of inquiries set on foot, with a host of others springing out of these, until minor points bearing on the teacher's whole school-life and procedure would be arrived at. Nor can we imagine a richer treat to an earnest-minded teacher than to find himself and his work in contact with his brethren and their work—comparing, inquiring, gaining and giving hints for future guidance.

There would also be much of silent suggestion, as well as of rebuke, in such periodic collections. Surely a teacher, whose disinterested and conscientious discharge of duty had, in spite of untoward circumstances, secured greater results than another more advantageously placed, would read the latter a lesson far more eloquent than words, and one more likely to be permanently operative; and he ever frittering away the present in dreamy anticipation of the future of bettered circumstances, ere he can do his part in life's work, would be made much wiser by the fruits of one talent rightly employed. In short, much of character would be read, and such an exhibition would exert a powerful moral influence.

Not a little would be done to correct the bad taste evidenced in much of our school procedure. Take, for example, the subject of drawing. How much of what is opposed to good taste and sound progress prevails in our schools in relation to this branch of instruction? What indefinite procedure! What waste of time! What poor results! And could anything contribute more largely to rectify these evils than the comparisons which would here be made? Productions of acknowledged merit setting forth a procedure in harmony with true pedagogical principles, would be sure to influence the course of other schools, and the sound be placed in the best possible position to supplant the unsound. Information respecting the books studied by the teacher, or used by the scholar, would be sought for, the spirit of the educator's success would be caught, and the work of improvement thus proceed.

Teachers often complain that their meetings are tame, uninteresting, monotonous, and not without reason. Certainly the meetings of the various associations are not remarkable for their crowded attendance. This is readily accounted for, and such a step as is advocated would, we believe, go far to remedy this, whilst it would immensely add interest and value to such meetings. One can easily imagine a similar lack of interest in a meeting of manufacturers, to discuss the question of machinery, wollen and broadcloths, without the machines and fabrics before them; and how much more suggestive and profitable such a conversation would prove in the presence

of these to look at and handle. In the one case all would lack certainty and interest. In the latter there would be everything to awaken and sustain it—all to suggest and guide their deliberations, to give directness and certainty to their conclusions, to awaken inquiry, to incite to further investigation and experiment; and thus the results of laborious thought and patient effort would permeate every nook of the land, adding to national character, prosperity and wealth. Just so would it be in the work of education, were the results of our school labours brought periodically together in the way proposed.

The benefits arising from such operations are, perhaps, nowhere more strikingly seen than in the exhibitions and gatherings of the Agricultural Society. It is difficult to conceive how agricultural improvement could be effected without these. Not only is there brought into a focus the actual condition of agricultural science, but all that begets and stimulates the agriculturalist's reflection in considering methods of tillage and other operations, with regard to the nature of soil, the circumstances by which he is surrounded, the employment of capital, and the creation of wealth. And who expects to see the next Exhibition a mere repetition of the former? Will there not be change—improvement—totally new inventions—fresh questions to discuss and weigh? And the fact that such a court of presentation exists is sufficient guarantee that talent and skill will be ever enlisted to rear the standard still higher.—G. C. Drew, in the *English School and Teacher*.

2. MILITARY TRAINING IN THE PUBLIC SCHOOLS.

We observe that a portion of the Annual Report of the American State Superintendents of Public Instruction is devoted to the question of the introduction into their public schools of a system of military training. The same question is exciting considerable attention elsewhere.

Governors Andrew, of Massachusetts, Curtin, of Pennsylvania, and Morgan of New York, have each recommended it for legislative consideration in their messages; and in different quarters it has been the subject of resolutions and inquiry by local educational boards. The Mayor of Bangor, Me., has already introduced the military drill in the schools of that city, under the authority of the Common Council, the educational authorities of Upper Canada have also introduced it into the Normal and Model schools, and in many private schools and academies in this State it is advertised as a rare and attractive inducement to parents who wish to combine physical with mental training for their children.

There could be nothing more healthful as a physical exercise, or more exhilarating as a recreation, than is presented in the school of the soldier. A gentleman who has paid much attention to this subject in England states that a practised drillmaster thinks pupils may be drilled as early as at the age of five years. The joints are then more supple and more capable of being properly trained than at the age of adolescence. Besides, what is learned in childhood is not only better learnt, but rarely ever forgotten in after life.

The N. Y. State Superintendent truly says that a few minutes taken each day from the hours of school, for the purpose of going through the simple evolutions of military practice and the manual of arms, beside affording needed exercise and recreation, would fix those habits of prompt and concerted action, that ease and facility of movement in combination and mass which would be the best possible preparation of a citizen soldiery for the sudden exigencies that have befallen us. If it be true that the child should learn that which he will have occasion to use when he becomes a man—and the proposition is too self-evident for denial—then, in view of the service which the citizen may be called to render in defence of his country, does that preparation which will make such service more effective, become an important consideration in the training of the child?

The Superintendent leaves to the Assembly to determine "how far such exercise may be profitably introduced into our smaller country schools;" but with a view to the demand which is likely to be made for teachers competent to instruct in this important branch of training, it has been introduced as a regular exercise in the Normal School. Legislative bodies, however, are invariably slow in the adoption of untried measures, and we do not look for favourable action upon this proposition at the present session.

We would therefore suggest that the principals of our public schools organize a class for their own instruction, and employ a competent tutor. In a fortnight's time they could acquire a sufficient knowledge of the art of military training to amply qualify them for the post of instructor in their respective schools. The advantages of the exercise would soon be apparent. The monthly examinations would include a military parade out of doors, and the pleasing novelty of such affairs can well be imagined. The schools would soon be numbered by companies, regiments and brigades, and every graduate of these nurseries of the army would be qualified to lead a column in the field. We

seriously advise that our male teachers give this important matter their attention, and not wait for legislative action with regard to it. As the Superintendent remarks, the cost is insignificant, and the advantages cannot be overrated. Had the system been introduced into our country ten years ago, more money would in consequence thereof have been saved in the present year than would be expended in drilling our youth for a century. Let us drill as well as educate our children, and then we shall always have an army ready for any emergency.—*Rochester Express*.

3. THE ENJOYMENTS OF A LIBRARY.

The cheapest of all enjoyments, by far, is that which is derived from books. A library must, therefore, be considered the fittest furniture of even the poorest man's house. A most important and cheering consideration in reference to this sort of furniture, is, that the more the demand for books shall increase, the cheaper they are sure to be sold. The price even of many new books, owing to the large sale upon which the publisher can now count by the increase of readers, is so low, that for a few pounds, expended in the course of as many years, almost as many volumes may be purchased, full of the most instructive and interesting information, as one who is employed during the day can find time to read and study.

When once purchased, a library remains a useful property for ever. Books, however much used, if they be only used properly, should never wear out, and continue in as good condition after many years, as when they came from the press.

There are such multitudes of books so badly written, and tending to so little good,—nay, to direct evil—that it has indeed become somewhat difficult to know what one really should read. But, on the other hand, there are so many that are useful and contain so many beautiful sentiments, that they truly serve as intellectual feasts. To peruse them once is sufficient to induce one to go over them a second, and even a third time, marking for special meditation those passages which particularly strike the reader, and at every rehearsal gaining more and more information and pleasure.

I have heard many of my friends exclaim with respect to some work, "Oh, I am so glad I have finished that book; it has kept my imagination on the stretch the whole time." What a woeful plight such a mind must be in, and what excessive folly does such a person exhibit. The book is closed, with a sigh of relief that it is finished. The reader appears to contemplate a blank—feels disgusted with and unfit for every-day life—the imagination has been tortured, and strung to its highest pitch in watching the fate of some favorite hero or heroine, and the whole being is enervated and wearied out. Yet the saddest consideration of all is, that if such a book be examined from beginning to end, there will not, perhaps, be found in it one single truly noble sentiment, or a character portrayed from the study of which a useful lesson may be learned.

Such books should be gathered into a great heap and set on fire; and I venture to say, that if this were done, thousands would give the same sigh of relief that such trash was out of existence, as they do now when they have finished a book of this description.

It is not necessary that I should attempt to point out any books as being suitable, and worthy of perusal. No; there are, as I have said, so many excellent publications, that if any one but take the trouble of looking over the catalogue of any bookseller, he will be able to select as many books as will afford him solid enjoyment for a year to come.—S. S., in *Montreal Witness*.

4. THE OLD MILLER'S LESSON.

It was noon recess at the little "Brookside school," and the boys had taken their dinner-baskets down to "the old mill," according to custom. It was the pleasantest spot they could find those hot summer noons. The cool splash of the water was refreshing to hear as it flowed over the milldam stones, while a little down the stream, was a broad gray rock, overhung by the bank and shaded by trees which was their favourite resort, as it was always a comfortable spot, even on August days. The old miller stopped the rumble of his huge wheels at the noon-time hour, and was always ready to take his lunch when the boys came down. He loved their bright, young faces, and they in turn revered his gray hairs. He settled all their little disputes, helped them in their little troubles, and many were the words of earthly and heavenly wisdom they learned from his lips.

"Uncle Roger," said Benny that summer day "how I wish I could find a mine of gold about this old creek. I read, the other day, of a mine somebody found, by pulling up a little bush he caught hold of to help him up a bank. There was the shining yellow ore sticking to the bottom, among the dirt and pebbles."

"That shrub had a rich soil to grow from, hadn't it, Benny?"

"I should think it had, said Mark "I would like to find a shrub growing in such soil."

"And yet, I'll warrant," said uncle Roger, "it was a poor dwarfed shrub, for gold isn't the right soil for trees to grow in any more than for boys. Did you ever know, lads, that it is the poor hardworking boys of our country, that make the most of our great men? They haven't money to waste in dissipation, and they are obliged to exercise most of the day in the pure, fresh air. So they grow up strong in body and in mind. In our favoured country any one can get an education who has a mind to, and the harder he works for it the more good it will do him. Mind-power is better than money-power any day, boys. Don't fret because you can't fill your pockets with yellow earth, when you have such a good chance to fill your heads with true gold.

"There is another kind of riches, more important still, which we can all have, if we will only choose it. It is the love of God and the forgiveness of all our sins, which Jesus Christ died to procure for us. Without this, we shall be very poor in this life, even with millions of money, and in the next life, most wretched beggars. You know the rich man the Bible tells us of, begged even for a drop of water to cool his tongue, and could not get it.

"Now, boys, say over this little text, each one, and then run along to school, for the master's first bell has rung."

"How hardly shall they that have riches enter into the kingdom of heaven."—*The Child at Home*.

5. MODERN CHILDREN.

An English magazine writer says:—"Children now are brought up on a very different principle from that on which their fathers and mothers were prepared for the wear and tear, for the sufferings and temptations of life. The difference between right and wrong, we frequently find now a days, is made more of argumentative than of practical interest; and it is not unusual to hear a parent discussing with mere infants the whys and the wherefores, the pros and the cons of everything which it is required to do. A sharp child, consequently, often gets the best of the argument; the humiliated parent is reduced to silence or snappishness, according to his indit vidual temperament, and the child sees his advantage, and does no fail to let it appear that he does.

"This is a very different system from the laconic 'do this' and 'do that' of a day gone by; or from the 'wholesome neglect,' the disgrace and isolation of the juvenile delinquent who was a wilful transgressor of established rules. No one was then allowed to plead moral color-blindness to the different shades of right and wrong. Children were not so much experimentalized upon; or brought up in that visionary theoretical school whose training leaves the youthful mind impressed with the idea that nothing is very right and that nothing is very wrong—that much which appears right on the face of it has some demoralizing tendency at the root; and that much which at first sight strikes us as wrong, is in fact entitled to some interest, and is more a misfortune of circumstances than an error in act. The moral delinquent of this school is invested with a sort of value, as a chemical test by which to detect some poisonous ingredient in the last new educational tonic administered at the instigation of a successful quack. The good little brother or sister who has no moral wound to heal is comparatively uninteresting."

6. CANADIAN SCHOOL APPARATUS.

The Board of Arts and Manufactures of Upper Canada in their recent report state that "although the Autumn exhibition was in itself a very interesting one, yet your Board cannot but deplore the want of interest manifested in it by the mechanics and manufacturers of the city, whose entries ought, on this occasion, to have equalled in number those of all the other classes of competitors united. There were, however, besides the articles entered in competition for prizes, a large number of manufactured and other articles placed in the rooms for exhibition only. In this latter class your Board have great pleasure in naming a large and interesting collection of Mathematical and School Apparatus, exhibited by the Educational Department of Upper Canada, the whole of which was manufactured in this city. Such a collection as this was, although no other mechanical specimens had been shown, would alone have established the character of our artisans for skill and good workmanship."

WAGES OF CHINESE SCHOOLMASTERS.

The income of a Chinese schoolmaster depends on the number of his pupils, but they must not exceed 20. Every boy is bound to give his teacher annually the following articles: Rice, 50lbs., for extra provisions, 300; lamp oil, 1 catty (1½lb.); lard, 1 catty; salt, 1 catty; tea, 1 catty; and besides, a sum of from \$1.25 to \$4.00, according to the boy's age and ability.—*All the year Round*.

III. Papers on Colonial Statistics, &c.

1. THE CENSUS OF CANADA.

The census of Canada, as checked in the Bureau of Agriculture and Statistics, differ considerably in some counties from those sent in by the Commissioners and already published; we therefore think it fit to re-publish them afresh.

CENSUS OF UPPER CANADA, 1861.

<i>Cities :—</i>		<i>Counties :—Continued.</i>	
Hamilton	19096	Leeds	35700
Kingston	13743	Lincoln	27625
London.....	11555	Middlesex	48736
Ottawa.....	14669	Norfolk	28590
Toronto.....	44821	Northumberland.....	40592
		Ontario.....	41604
<i>Counties :—</i>		Oxford	46226
Brant	30338	Peel	27240
Bruce	27499	Perth	38083
Carleton	29620	Peterborough	24651
Dundas.....	18777	Prescott	15499
Durham	39115	Prince Edward	20869
Elgin	82050	Renfrew	20325
Essex	25211	Russell	6824
Frontenac	27347	Simcoe	44720
Glengarry.....	21187	Stormont	18129
Grey	37750	Victoria	23039
Greenville	24191	Waterloo	38750
Haldimand	23708	Welland	24988
Halton	22794	Wellington	49200
Hastings	44970	Wentworth	31832
Huron	51954	York	59674
Kent	31183		
Lambton	24916	<i>Districts :—</i>	
Lanark	31639	Algona	4916
Lennox and Addington	28002	Nipissing	2094

Total population 1,396,091

CENSUS OF LOWER CANADA, 1861.

<i>Cities:—</i>		<i>Counties:—Continued.</i>	
Montreal	90323	Laval	10507
Québec	51109	Levi	22091
Three Rivers	6058	Lotbinière	20018
Sherbrooke, (Town) ...	5899	Maskinongé.....	14790
		Megantic	17889
<i>Counties:—</i>		Missisquoi	18608
Argenteuil	12897	Montcalm	14724
Arthabaska	13473	Montmagny	13386
L'Assomption	17355	Montmorency	11136
Bagot	18841	Napierville	14513
Beauce	20416	Nicolet	21563
Beauharnois	15742	Ottawa	27757
Bellechasse	16062	Pontiac	13257
Berthier	19608	Portneuf	21291
Bonaventure	13092	Quebec	27893
Brome	12732	Richelieu	19070
Chambly	13132	Richmond	8684
Champlain	20008	Rimouski	20854
Charlevoix	15223	Rouville	18227
Chateauguay	17837	Saguenay	6101
Chicoutimi	10478	Shefford	17779
Compton	10210	Soulanges	12221
Dorchester	16195	St. Hyacinthe	18877
Drummond	12356	St. John	14853
Gaspé and Mag'n Islands	14077	St. Maurice	11100
Hochelaga	16474	Stanstead	12258
Huntingdon	17491	Temiscouata	18661
Iberville	16891	Terrebonne	19460
L'Islet	12300	Two Mountains	18408
Jacques Cartier	11218	Vaudreuil	12282
Joliette	21198	Verchères	15485
Kamouraska	21058	Wolfe	6548
Laprairie	14475	Yamaska	16045

Total population 1,110,664

—Quebec Chronicle.

2. THE CENSUS BY ORIGINS AND RELIGIONS.

An abstract of the census of Canada by origins, shows the following results in 1861:—

Place of Nativity.	In Lower Canada.	In Upper Canada.	United Can.
England and Wales	13,139	114,290	127,429
Scotland	13,160	98,792	111,952
Ireland	50,192	191,231	241,423
Natives of Canada not of French origin	167,578	869,592	1,037,170
Natives of Canada of French origin	847,320	33,287	880,607
United States	13,641	50,758	64,399
Nova Scotia and Prince Edward's Island	977	4,383	5,360
New Brunswick	852	3,214	4,066
Newfoundland	232	487	719
West Indies	137	532	669
East Indies	49	203	252
German States and Holland	949	22,906	23,855
France	672	2,389	3,061
Italy and Greece	114	104	218
Spain and Portugal	55	96	151
Sweden and Norway	229	261	590
Russia and Poland	56	161	217
Switzerland	81	617	698
British Channel Islands	628	529	1,157
All other places	128	541	669
Colored persons	190	11,223	11,413
Indians	4,876	7,841	12,717
At Sea	61	323	384
Not known	414	1,395	1,809
Total	1,110,664	1,396,091	2,506,755

The following is the Census of Canada by general abstract of religions in 1861:—

	Lower Can.	Up. Can.	United Can.
Church of England	63,322	311,565	374,887
Church of Rome	942,724	258,141	1,200,865
Established Ch. of Scotland	23,688	108,963	132,651
Free Church of Scotland	14,770	143,043	157,813
United Presbyterians	5,149	51,378	56,527
Wesleyan Methodists	25,879	218,427	244,306
Episcopal Methodists	2,537	71,615	74,152
New Connexion do	1,292	28,200	29,492
Other Methodists	874	23,330	24,204
Baptists	7,751	61,559	69,310
Lutherans	857	24,299	25,156
Congregationalists	4,927	9,357	14,284
Quakers	121	7,383	7,504
Bible Christians	184	8,801	8,985
Christians	298	5,018	5,316
Second Adventists	2,305	1,050	3,355
Protestants	2,584	7,514	10,098
Disciples	5	4,147	4,152
Jews	572	614	1,186
Menonists and Tunkers	...	8,965	8,965
Universalists	2,289	2,234	4,523
Unitarians	650	634	1,284
Mormons	3	74	77
No Religion	1,477	17,373	18,850
No Creed given	5,728	8,121	13,849
Other Creeds not classified	678	14,284	14,962
Total	1,110,664	1,396,091	2,506,755

—Montreal Gazette.

3. CENSUS OF NOVA SCOTIA.

We publish the returns of the Nova Scotia census for 1861, from which it will be seen that a solid progress is being made.—When it is recollected that the sister colony has not been so favoured as Canada by emigration, the excess of about twenty per cent. of population in ten years must be considered as a potent illustration of the healthy progress of the population. The census was taken on the 30th of March:—

Counties.	1861.	1851.	Increase.
Halifax	49021	39112	9909
Colchester	20045	15469	4576
Cumberland	19533	14339	5194
Pictou	28785	25593	3192
Sydney	14871	13467	1404

Counties :	1861.	1851.	Increase.
Guysboro'.....	12713	10838	1875
Inverness.....	19969	16917	3050
Richmond.....	12607	10381	2226
Victoria.....	9643	27580	2771
Cape Breton.....	20700		
Hants.....	17460	14330	3130
Kings.....	18731	14138	4593
Annapolis.....	16753	14286	2467
Digby.....	14751	12252	2499
Yarmouth.....	15446	13142	2304
Shelburne.....	10668	10622	46
Queens.....	9365	7258	2109
Lunenburg.....	19632	16395	3237
Total.....	330698	276117	54582

4. THE BRITISH NORTH AMERICAN PROVINCES.

We have now reliable returns of the personal Census of the British North American Provinces. The result is as follows :—

Canada.....	2,506,755
New Brunswick (over).....	250,000
Nova Scotia.....	330,000
Prince Edward Island.....	80,867
Newfoundland.....	122,638
Total.....	3,260,250

The population of the United States when they became a nation was scarcely so great as this. In 1780 it had not reached 4,000,000. With the development of their resources now in progress—with the construction of railways and great public works completed or in progress in the three larger Provinces—above all, with the union which we hope to see ere long brought about, a great destiny will doubtless be worked out for British America. We look forward to the settlement of the district laying contiguous to the new colonization, and postroads leading from the St. Lawrence, to the St. John, and the Restigouche as the most important work which the Crown Lands and Immigration Departments can undertake. With a continuous line of settlement, making the two Provinces in reality one, their political union cannot be long deferred. The new roads connecting all the country from the St. Lawrence to Little Falls and the Restigouche, with the railway station at Riviere du Loup, operate a veritable annexation of it to Canada. The supplies from that country can best be obtained from Riviere du Loup and Quebec. The new settlements formed there, on whichever side of the Province line they may be, will be virtually parts of Canada, furnishing supplies and deriving them from Canadian towns. These are steps leading surely, sooner or later, to railway and political connection.—*Montreal Gazette*.

5. GREAT BRITAIN'S FAMILY OF COLONIES.

As the Roman matron said of her children, so may the Sovereign of Great Britain speak of the colonial dependencies of her Crown—"These are my jewels." British India is the Koh-i-nor; Ceylon and Mauritius pearls of great price; Canada a ruby; Australia and British Columbia golden nuggets; the Cape Colony an emerald; and all the other dependencies of the Empire brilliants and gems, conferring additional lustre on her diadem. Many a nation of Europe envies us the possession of these numerous colonies, spreading over tropical and temperate zones, reaching in the Western hemisphere from Vancouver in the north to the Falkland Isles on the south, and in the Eastern from Hong Kong to New Zealand. How little progress have European nations made in colonization compared with ourselves. France has her colonies few and weak; Russia has hers, military and extensive, but miserable and oppressed. The Portuguese and the Danish settlements are scarcely worth mentioning, and those countries have been parting with their possessions rather than extending. Holland still retains her eastern colonies far away from the European seat of Government. But the aggregate of all these colonial possessions is insignificant as compared with those of the United Kingdom.

6. THE COLONIES AT THE INTERNATIONAL EXHIBITION.

The whole of our colonies will be very well represented at the exhibition. In the case of Canada, New Brunswick, and Nova Scotia, the accounts are satisfactory. The trophies which were constructed with Canadian produce, and exhibited in Hyde Park ten years since, attracted a large amount of notice, and drew attention to the valuable resources which the colony possessed. The Canadian court at the Paris Exhibition, and since at the Crystal

Palace, Sydenham, also testified to the energy and desire of the Government and people of the colony that the produce of their mines and their forests, and of their fertile plains, and the results of the application of industry to the raw products should be known to the world. A commission of six members has been appointed to represent Canada next year, and they have for their chairman the eminent geologist, Sir W. E. Logan, who at the former exhibition did so much to diffuse correct information respecting this fine colony. Mr. Chamberlain is the secretary of the commission—a gentleman who possesses in a large degree the confidence of his fellow-citizens of Montreal. For New Brunswick there is a commission of eight members, and Mr. Stevens, Secretary to the Provincial Board of Agriculture, acts in that capacity to the commission. Nova Scotia has a commission of 14 members, with Mr. Robert E. Haliburton (a relative of the author of "Sam Slick") as secretary.

7. THE OLD GOVERNMENT HOUSE, TORONTO.

This building, which has been lately burnt down, was built principally of wooden material, the outer walls being roughcast. Within the past ten years it had undergone considerable repairs and received extensive additions. The main portion was erected upwards of thirty years since, and was occupied successively by Governors Sir Perigrine Maitland, Sir John Colborne, Sir Francis Bond Head, Sir George Arthur, Mr. Poulett Thompson, afterwards Lord Sydenham, and Sir Edmund Head. In 1847, the seat of Government being then in Montreal, it was occupied by the Normal School established in that year. On the return of the Government to Toronto in 1849, it was used for departmental purposes, a residence on Yonge street north of the College Avenue having been selected for Lord Elgin, the Governor General. In 1855 many additions were made to the building and the whole thoroughly repaired for the occupation of Sir Edmund Head, who for four years found in it a pleasant and comfortable residence. In 1860 it was refitted for the Prince of Wales.

8. THE GOLD FIELDS OF NOVA SCOTIA.

OFFICIAL REPORT OF THE PROVINCIAL SECRETARY TO THE LIEUTENANT GOVERNOR—SITUATION AND YIELD OF THE DIGGINGS.

Hon. Joseph Howe, Financial Secretary of Nova Scotia, has presented a report to the Earl of Mulgrave, Lieutenant Governor of the colony, on the above subject, which has already attracted considerable attention in the United States. We reproduce the main points of the paper to day. The Secretary says:—"The existence of auriferous deposits in Nova Scotia was unsuspected till 1860. In March, this year, a man, stooping to drink at a brook, found a piece of gold shining among the pebbles over which the stream flowed. He picked it up, and searching, found more. This was about half a mile to the river, a stream of no great magnitude, taking its rise not very far from the sources of the Musquodoboit, flowing through a chain of lakes which drain, for many miles on either side, rugged and wilderness country, and falling into the Atlantic about forty miles to the eastward of Halifax. Your Excellency visited the mines in May, and your attention was arrested by the fact that two men from one of the agricultural districts had taken from a pit, dug four feet wide by five feet deep, seventy-five dollars worth of gold, three days prior to your visit. As six dollars would have paid the men for their labour, it was apparent they had made a profit of sixty-nine dollars in three days. This profit was not derived from the chance discovery of a nugget, but from crushing the quartz, veins of which, there was good reason to believe, ran for miles along the sea coast, or from washing the crumbling rock and soil by which they were surrounded. The Tangier mines have been visited during the summer by your Excellency, by Rear Admiral Milne, by Prince Napoleon and the Princess Clotilde. They were visited last week by the Hon. Mr. Tilley, Provincial Secretary of New Brunswick. The lowest depth yet reached is forty-five feet, and the largest nugget found is valued at \$300. The gold is got in quartz veins, running through slate or earth, resting upon granite, in the form of scales, jagged and torn bits, like shot or bullets fired against a wall. It is sometimes globular, but seldom completely round. The veins run east and west. It is found in the soil immediately around the veins, but placer washing has not been very profitable at Tangier, or perhaps has not been attempted on a scale sufficiently extensive to command a fair return. The quartz veins run in all directions through the promontory, and are visible to the naked eye without labor. These and the circumjacent soil were discovered to be auriferous in June, and a great number of persons rushed in and began to stake off claims. Though single lots were taken up by a good many, it was evident that the experience gathered at Tangier had taught the value of combination. Companies were formed, and larger acres applied for. The shore washings have proved very rich. Mr. Campbell having associated

himself with William Cunard, Esq., and Mr. R. G. Fraser, proceeded to work the four shore claims, which formed the frontage of some seventy upland lots staked by this company in the rear. Though no accurate return has been given by these gentlemen, there is every reason to believe that a very large sum has been taken from these shore claims within a month, and the rights of those three gentlemen have since been sold to a larger company for £1,200, they retaining all that had been obtained up to the day of sale. At Tangier, Lunenburg, Lawrencetown, and Lake Thomas, the facts collected are indisputable; and the interest taken in those mines by capitalists at home and abroad, and by a very large number of the industrious classes, warrant your Excellency in assuming, and so reporting to the Secretary of State, that gold mining in those localities, whatever may occur elsewhere, will be permanently established as a new branch of industry, tempting to the capitalist and attractive to the immigrant."

9. GOLD IN NOVA SCOTIA.

According to the *Halifax Reporter*, the most favorable accounts are daily being received from the gold diggings at Tangier and Lunenburg. Large quantities of gold are being taken. It is said that gold had also been found in Kings and Shelburne counties. A gentleman who owns quarries at the N. W. Arm stated that he had in his possession some specimens taken from that locality.

JOURNAL OF EDUCATION, Upper Canada.

TORONTO: FEBRUARY, 1862.

* Parties in correspondence with the Educational Department will please quote the number and date of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases where so many letters are received (nearly 1,000 per month) on various subjects.

USE OF THE SCHOOL HOUSE FOR OTHER THAN SCHOOL PURPOSES.

Trustees and others frequently ask for information as to the law regulating the use of the School House. In reply to these inquiries we have to state, that the Trustees have no legal power under the School Act, to permit their School House to be used for any other than school purposes. Usage, however, has invested them with a sort of discretion in this respect. If they should abuse their trust, an application can be made by any dissatisfied party to the Court of Chancery for an injunction to compel the Trustees to confine the use of their School House to School purposes. No mandamus, however, from the Court of Queen's Bench would likely be granted to compel the Trustees to allow it to be used for other than School purposes, unless there was some express provision in the deed, requiring the Trustees to open it for public meetings or religious service.

The Teacher has simply charge of the School House on behalf of the Trustees. He has no authority to use the School House other than as directed by the Trustees; nor to make use (or prevent the use) of it at any other time than during school hours, without the sanction of the Trustees. At the request of the Trustees he must at once deliver up the School House key to them, on pain of forfeiting all claim upon them for his salary.

MAKING FIRES AND CLEANING THE SCHOOL.

In reply to numerous letters addressed to the Educational Department, inquiring whether Teachers or Pupils can be compelled to make the School fires and sweep the School House, we have to state, that it is not the duty either of the Teacher

or pupils to make the School House fires, or to sweep the house itself. The Teacher is employed to teach the school, but he is not employed to make the fires or clean the School House, any more than to repair it. It is the duty of the Trustees to provide for warming and cleaning the School House; and it is the duty of the Teacher to see that the provision thus made by Trustees for these purposes is duly carried into effect by the parties concerned. If the Teacher undertakes to see these things done, for a certain remuneration, or for what he may have to pay to get them done, very well; but it is clearly the duty of the Trustees to make provision for having them done at the expense of the section.

DISTRIBUTION OF THE JOURNAL OF EDUCATION BY LOCAL SUPERINTENDENTS.

So many complaints continue to be made to the Educational Department by Trustees and others, of the irregularity in the receipt of the *Journal of Education* by post, that it is proposed, with the concurrence of the local Superintendents of Schools, to make a new arrangement, with a view to secure greater regularity in this respect.

Should the local Superintendents be willing to undertake the duty of distributing the *Journal*, which goes free of postage, a sufficient number of copies will be sent to their address each month to supply the schools under their superintendence.

Each local Superintendent will therefore please inform the Department how many copies of the *Journal* he will require. In regard to Union School Sections, each Superintendent will include in his estimate those Union Sections only which have the school-house in the township under his jurisdiction.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Victoria, chap. 64, has granted to the under mentioned Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada: *

"107. The Chief Superintendent of Education, on the recommendation of the teachers in the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked; but no such certificate shall be given to any person who has not been a student in the Normal School."

The certificates are divided into classes, in harmony with the general programme, according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate.

Each certificate is numbered and recorded in the Register of the Department, in the following order:

Twenty-sixth Session.—Dated 22nd December, 1861.

MALES.

First Class.—Grade A.	1838 Malloch, Donald McGregor (968).
1834 Bell, Robert (1161).*	1839 Moran, John.
1835 Brown, Alick Howard (1255).	1840 Smith, Joseph Henry (1262).
1836 Dewar, Archibald (508).	1841 Tasker, James (889).
1837 Ede, Joseph (120, 1248).	

* The figures in brackets indicate the number of a previous certificate obtained by the student named.

First Class.—Grade B.
 1343 Bee, William (1006).
 1343 McJoll, Hugh.
 1344 McPherson, Crawford.
 1345 Pearce, Thomas (799).
 1346 Sinclair, James.

First Class.—Grade O.
 1347 Bartlett, William Edward.
 1348 Bruce, William Fraser.
 1349 Cherry, William.
 1350 Elliott, John Charles (1266).
 1351 Foster, Ralph (552, 1186, 1257).
 1352 Grant, Robert (718, 792).
 1353 Henderson, Gregg (709, 1258).
 1354 McGregor, Norman R. (796).
 1355 Murray, David Lovel (1288).
 1356 Ross, John Cameron.

Second Class.—Grade A.
 1357 Bull, Corey.
 1358 Hicks, Henry Minaker (336).
 1359 Hughes, Amos J.
 1360 Hughes, James Henderson.
 1361 McDonald, Robert (1274).
 1362 McHardy, Norman.
 1363 McIntyre, Duncan.
 1364 McRae, Alexander (1105).
 1365 Nichols, Wilnot Mortimer.
 1366 Wood, Benjamin Wills.

Second Class.—Grade B.
 1367 Baneroff, Asa Montgomery.

1368 Cork, George.
 1369 Keam, Peter (1012).
 1370 Kidd, Alexander Brown.
 1371 McDiarmid, Donald.
 1372 McDonald, Duncan Forbes.
 1373 Maloy, Hiram.
 1374 Meech, Thomas English.
 1375 Theal, Nelson.
 1376 Thetford, William Henry.
 1377 Vance, William.
 1378 Van Slyke, George Washington.
 1379 Warburton, William.
 1380 Wilson, Hercules.

Second Class.—Grade O.
 [Expire one year from date.]
 1381 Dewart, Samuel Henry.
 1382 Evans, Robert.
 1383 Fletcher, William.
 1384 Flynn, Daniel.
 1385 Fraser, Alexander.
 1386 Hicks, David.
 1387 Holmes, Robert.
 1388 McEachern, James.
 1389 McGregor, Charles.
 1390 McKay, Archibald.
 1391 Nash, Charles Walker.
 1392 Nicholson, Thomas.
 1393 Scott, James (Junior).
 1394 Smith, Abram.
 1395 Troy, William Dennis.
 1396 Willis, Robert.

FEMALES.

First Class.—Grade A.
 1397 Beattie, Grace Shepherd (1231, 1800).
 1398 Turnbull, Jessie (1298).

First Class.—Grade B.
 1399 Beckett, Emma (1232, 1299).

First Class.—Grade C.
 1400 Boddy, Sophia Louisa.
 1401 Clark, Sarah Haley.
 1402 Guthrie, Grace (1312).
 1403 Knowlson, Mary Isabella.
 1404 Lanton, Kate Simpson (1329).
 1405 Reeves, Mary.
 1406 Starratt, Hannah (1321).
 1407 Vining, Eusebia Bodwell (1322).

Second Class.—Grade A.
 1408 Collar, Leonora.
 1409 Griffin, Ellen (1236).
 1410 Unsworth, Hannah Haselden (1323).
 1411 Laidlaw, Janet (1328).
 1412 McDougall, Catherine (1314).
 1413 O'Flaherty, Anna Maria (1320).

Second Class.—Grade B.
 1414 Armitage, Margaret (1323).
 1415 Brundage, Candace.
 1416 Clark, Annie.
 1417 Gibson, Rachel.
 1418 Hardie, Ellen.
 1419 Horner, Esther Anne Rogers.
 1420 O'Neill, Margaret.
 1421 Rogers, Jessie.
 1422 Saunders, Matilda.
 1423 Smith, Sarah.

Second Class.—Grade C.
 [Expire one year from date.]
 1424 Beaton, Harriet.
 1425 Bethell, Maria.
 1426 Buik, Margaret.
 1427 Dean, Sarah Jane.
 1428 Graham, Mary Caroline (1235).
 1429 Greer, Mary Anne.
 1430 Hemenway, Senia Amanda.
 1431 Jeffers, Emma.
 1432 Kane, Mary Ann.
 1433 O'Flaherty, Edith.
 1434 Parkhurst, Etta Cornelia.
 1435 Woodington, Minnie.

EXPIRED CERTIFICATES.

The certificates of the *Second Class, Grade C*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. In the *Journal of Education* for July, 1860, and for February and July, 1861, lists of the certificates which had expired up to those dates were published, and the following list shows those which expired on 22nd December, 1861:—

MALES.

1198 Andrew, Archibald.
 1199 Ball, Martin Edward.
 1200 Davidson, Archibald.
 1201 Dean, Andrew Daniel.
 1202 McDougall, Duncan.
 1203 Rogers, George.
 1204 Young, William Howie.

FEMALES.

1231 Obtained 1st Class A. 1897.
 1232 Obtained 1st Class B. 1399.
 1233 Brown, Elizabeth Jeffrey.
 1234 Emery, Marion.
 1235 Obtained 2nd Class C. 1428.
 1236 Obtained 2nd Class A. 1409.
 1237 Obtained 2nd Class B. 1313.
 1238 Jones, Anna Elizabeth.
 1239 Obtained 2nd Class B. 1319.
 1240 Pollock, Jane.
 1241 Rogers, Ellen.
 1242 Smith, Sarah Anne.
 1243 Vallance, Margaret.
 1244 Obtained 2nd Class A. 1305.

Certified,

ALEXANDER MARLING,

EDUCATION OFFICE, January, 1862.

Registrar.

RELIGIOUS INSTRUCTION IN OUR SCHOOLS.

The following letter from the excellent Principal of the City of Hamilton Central Union Grammar and Common School, illustrate the nature and extent of the religious instruction which can be introduced into our common day schools, where the authorities of the schools and resident pastors are disposed to avail themselves of the provisions of the law and the recommendations of the Council of Public Instruction for that purpose. In the City of Hamilton the Roman Catholics have separate schools; but the same system can be carried into effect where no such separate schools exist, as the Roman Catholic pastors, equally with any Protestant pastor, can attend and give religious instruction to the pupils of his own persuasion.

To the Chief Superintendent of Education.

REV. SIR,—That the religious training of the young is a matter of primary importance few who have given the subject careful thought will be disposed to doubt. It will also be conceded that the amount of religious knowledge pervading a community should be increased, at least in proportion to the means of secular instruction. As the people are better informed in scientific attainments and increase in worldly prosperity, so the higher parts of our nature—the religious—should be correspondingly cultivated. The only danger I can perceive as possibly connected with the general diffusion of secular knowledge, I am convinced, does not arise from the too great amount or too great diffusion of mental cultivation, but from misdirected and disproportionate cultivation—the neglect of preserving a due balance between different studies and different mental powers—but especially between the mental, and the moral and religious capabilities of man. Our School System, so excellent in its tendencies as well as in its provisions by law, provides for the universal diffusion of secular knowledge. The recommendations of the Council of Public Instruction in relation to the Normal, Model and Common Schools, make ample provisions for the careful training of the young in moral and religious truth. The Normal School, endeared by the pleasing reminiscences of fourteen years, and reflection but deepens the feeling, presents to my mind a model of the manner in which the young in city, town, and country, may be instructed in religious truth so far as this should be connected with our general school system. The debt of gratitude due to you, Reverend Sir, from the whole country for our School System, is increased by the facilities afforded to the Clergymen of all denominations for the public religious instruction of the rising generation.

Anxious to secure to every pupil under my care, all the advantages within our reach, and feeling a responsibility commensurate with the importance of those subjects and the number attending school, it is now more than six months since I recommended to the United Board of School Trustees of this City, the adoption of the Normal School plan for religious instruction. Ere bringing it formally before the Board I conversed with every Protestant Clergyman in the city and explained my views on the subject. All of them embracing ministers of the Church of England, Church of Scotland, Presbyterian Church of Canada, Wesleyan New Connexion and Primitive Methodists, Congregational, and Baptist, most heartily concurred in the proposed arrangement. The Board adopted the recommendation, and now, for more than six months, besides the usual Scripture lesson selected by the Principal and read by each Teacher in opening the school every morning—from 3 to 4 p.m. of Friday has been devoted to the religious instruction of the pupils attending the Central and Grammar School.

Did our numbers admit we would have tried the plan of each Clergyman taking it in turn, but with an attendance of more than

one thousand scholars and no room capable of seating comfortably more than two hundred, this was impracticable. Now each clergyman meets the children of his own congregation in a room by themselves and spends the hour as he may think proper. Thus the children grow up personally acquainted with their pastor—a very important consideration.

It was feared by some of those with whom I conversed on the subject that the ministers would not attend, or if they did would do so irregularly.

The very reverse has been the fact. Not one clergyman declined attending, and only one in a hundred of the pupils has, by request of parents, declined attending the instruction thus provided. Occasionally one of the gentlemen has, by other duties, been prevented from attending, but this has seldom happened, and from the interest evinced by them all, the result I trust will be most gratifying. Thus partly by the teachings of pious parents, partly by Sabbath and Sabbath School instruction, and partly by the proper commingling of the religious element in the secular training of the rising generation, the most pleasing anticipations of the future, may with moral certainty be attained.

I have the honor to be, Reverend Sir,
Your Obedient Servant.

ARCHIBALD MACALLUM.

HAMILTON, 12th Dec., 1861.

CHRISTIAN PATRIOTISM AND LOYALTY.

The Roman Catholic Bishops of Quebec and Montreal, have addressed circulars to their Clergy, in support of the measures adopted by Government for the defence of the country. These circulars breathe a noble spirit of Christian patriotism and loyalty. We translate the following passages from the circular of the R. C. Bishop of Montreal, which is dated the 25th December, 1861:—

"While the Church this day celebrates the birth of the King of Peace, in singing with the Angels 'Glory to God in the highest heavens, and peace upon earth to men of good will,' we hear, alas! only the cries and rumours of war.

"Even already has our government, in its wise foresight, felt it its duty to appeal to the good feelings of the country, by a proclamation which requires that a company of seventy-five men be formed for active service, in the course of fifteen days, out of every volunteer battalion.

"As many persons do not read the journals in which these official documents are re-produced, you will explain to your parishioners the Orders which emanate from the civil and military authorities concerning the enrolment referred to.

"You will easily make them understand that what the Government asks of them, is for their own interest; and that they should hasten to respond to the appeal made to them. You will doubtless accomplish this object by presenting to them the following consideration and others which abundantly occur to all serious and reflecting minds.

"War is always a terrible scourge to a people. Now, one of the means of avoiding it, is to have men well-armed, and well-disciplined to repel the enemy. Our Lord himself teaches us this, in saying that a king desirous of making war, begins by calculating his strength; and if he finds that he is too weak for his adversary, he betakes himself before hand to make peace. It is then of the highest advantage for a country to be ready armed in order to avoid the frightful calamities which an invading enemy always causes. Now this is what you will accomplish by responding to the appeal of the government.

"The present object is not, as may be seen, for the volunteers to go and pour out their blood upon our frontiers, since war is not yet declared, and may not be, especially if the enemy perceives that our Canada has strong arms, well exercised to defend itself. We shall then have a better chance of not having a war by enrolling ourselves in great numbers, and with hearty good will, than by resting with folded arms as do idlers and cowards.

"In every war there are always great evils to deplore. Countries are ravaged, towns are burnt, property plundered, commerce ruined, harvests laid waste; and more than that, the people are demoralized, females are insulted, and public morals are seriously corrupted. In arming one's self for the defence of his government, he is then arming himself for the defence of his property, and for the honours of his family and of his country.

"Strictly speaking, it is for each proprietor to defend his own property by all honest means with which the Law of God allows him. Now, a whole country is one great property, divided among the different members of a numerous family, which is called a na-

tion. It is for all the members of this great national family, who are all brethren and children of the same constitution, to unite themselves together in a union as strong as it is affectionate, for the defence of their common property. Those would be void of the true feeling of their social existence, who did not understand this duty of mutual protection imposed upon all the members of the same family.

"The Apostle Paul, in teaching Christians to obey their government, shews them why an earthly king, who is a minister of God and an avenger of crime, bears the sword. *Non enim sine causa gladium portat; Dei enim minister est, Vindex in iram ei qui malum agit.* (Rom. xiii. 4.) Now, our parent government, after having given this country institutions so liberal as to make it truly the most happy country in the world, offers this day in order to aid in defending itself against a threatened invasion, its powerful sword—that is to say, its army, its fleet, its money, in short every thing necessary to a people who are resolved, at whatever cost, to defend their property.

"Encouraged by offers so liberal, the whole country will eagerly rally around the glorious British Standard. At the head of its battalions, if we must come to blows with the enemy, will march the intrepid soldiers of the Crimea, who were sent here for repose after that glorious campaign. Nothing then is more encouraging for all the inhabitants of this country, than the thought, that, in the defence of their firesides, they will fight side by side with veteran soldiers, and with brothers, whom a common danger will have taught to act as one man.

"Men of all origins will rally with the unity of a single man, for the defence of our common country. It will be for each one, under the protecting flag of Great Britain, to sustain her national honour and military glory. Doubtless the Canadians of French origin will not forget their splendid feats of arms by their fathers, whose memory is the patrimony of so many persons, and whose deeds are still visible in so many places. We shall see if the heroes of Chateauguay are still living, and whether the blood which swelled in their veins still flows in the veins of their children and fellow-countrymen."

1. LIBERALITY AND PATRIOTISM OF THE FRENCH HABITANTS.

The following from the Quebec *Mercury* affords a gratifying proof of the loyalty of the French Canadians:—

"It appears that over a thousand of the *habitans* assembled at Bic on the arrival of the Persia, and tendered the gratuitous use of their sleighs to the military, for the conveyance of the troops through the district where they reside, as far as Rivière du Loup, distant fifty miles. The country people, we are told, made a perfect carnival of the occasion of the arrival of the troops, and threw open all their houses freely for the reception of the men.

"His Excellency the Governor General has made special mention of the circumstance, in his despatches sent to the Imperial Government on Saturday."

2. THE COLONIAL SECRETARY AND THE HABITANTS.

From the *Courrier du Canada*, we translate the following extract from a dispatch of the Duke of Newcastle's to Lord Monck, communicated to the Bishop of Tloa, Administrator of Quebec, by the Governor General's Secretary:—

"DOWNING STREET, Jan. 14, 1862.

"Before entering into any of the other articles of your dispatch, I must hasten to express the extreme satisfaction with which I heard of the marks of loyalty and zeal given by the district around Bic on the occasion of disembarkation and transport of troops. The fact that they could place a thousand sleighs and horses at the disposal of the military authorities is extraordinary remarkable. Your Lordship will be good enough to present the Roman Catholic Bishop administering the diocese of Quebec, my thanks for the circular which he addressed to the clergy—a communication which must have had a most useful influence with the people to induce them to lend a hand with such good will."

3. THE HABITANTS OF BIC AND THE TROOPS.

Mr. George Sylvaui, M. P. P., the Rev. F. A. Blouin, Priest, Mr. J. E. Mercier, J. P., and F. Chamberland, N. P., have addressed a letter to Col. Peacocke, of the 16th Regiment, in answer to the letter of thanks sent to them by the Governor General's Secretary for their attention to the 16th on their arrival at Bic, and their exertions to provide for their comfort, and to forward them on their route to Quebec. These gentlemen write in an admirable spirit of kindness and courtesy, and present another proof, if more were wanted, of the loyalty of our Franco-Canadian Brethren to the British Government, and their kindly feeling towards their

fellow subjects of another origin. After expressing their thanks to His Excellency and Col. Peacocke, they say:—

"We assuredly did not think to have deserved so much for having tried to diminish as much as possible the trouble, suffering and numberless inconveniences you had to bear with during and after your landing, at so late and rigorous a season, and in a place where no preparation had been made. Certainly not, especially when we considered that these troubles, labours and inconveniences were endured by men who had just crossed the seas to fly to the defence of our country, our institutions, our families, our property. Oh, then, Colonel, our patriotic feelings awakened—our hearts swelled with gratitude—would have wished, if not to endure your sufferings at least to share them, while awaiting a yet more opportune moment for proving to our August Sovereign that, if among her loyal English subjects, there is an unchangeable fidelity towards her, there is a heart in the bosom of good Canadians, brave, faithful, sincere and sympathising too. Brave, to defend inch by inch, when need be, the rights of our August Queen; witness the last war in 1812, against the United States of America, when the name of the Canadians became immutable—faithful and sincere in preserving intact its attachment to the Throne—and sympathising in sincerely sharing the grief which affects Her conjugal and maternal heart, especially at this time when the scythe of Death has not even spared her nuptial couch, but has brought to an end the existence of her august spouse, the late Prince Albert of glorious memory.

"Your amiable words, Colonel, the marked politeness of your worthy officers, the good conduct and excellent bearing of your men were to us so many expressions of thanks and examples of good which made us exclaim from the bottom of our hearts 'honour to the 16th Regiment, of which you are Colonel, and of which we preserve such excellent reminiscences."

V. Papers relating to the late Prince Consort.

1. FLOWERS FOR PRINCE ALBERT'S COFFIN.

They placed them on his coffin,
Mid the sombre velvet's gloss,
The pure camellia's snowy leaves,
Sweet violets and green moss;
Upon the quiet limbs
The glowing martial dress,
Upon the pulseless, loving heart,
The glittering crowns they press.

Innocent children wove
Emblems of faith and hope,
To mingle with the damps of death,
Down in the vault's dim slope;
Flowers his hands had trained,
For his fair girls to weave,
Now lie like him, shut out from light,
Asking, alone, a grave.

Any proud king may sleep
With guards to watch his rest,
With martial glory, glitt'ring crown,
Above his quiet breast;
Velvet and silver gilt
O'er a false heart may lie,
With arms reversed, and muffled drums,
And banners half-mast high.

But it is left for England's Prince
To bear upon his bier,
Signs of the resurrection morn,
Dewed by affection's tear.
Yes, woman's deathless love
Gives light to that dark scene;
They're fading on Prince Albert's bier,
Wreathed by his widowed Queen.

And was this all they twined!
Answer, ye British hearts,
That ever in the hour of need,
Have nobly borne your parts!
With tendril, leaf and flower,
Those gentle fingers wove

Their glorious nation's sympathies,
Their nation's quenchless love.

Heraldic emblems, mould!
Tarnish, ye silver plates!
Decay come down on velvet pile!
Rust on the iron gates!
We've hopes to spring to life,
When these sweet buds are brown;
We shall behold, in glory set,
Prince Albert's starry crown!

Rise from the dust, sad hearts!
Over your head floats high
The Holy Lion of Palestine,
Still pointing to the sky!
From whence the Conqueror comes,
Death at His chariot wheels,
For Judah's Lion hath prevailed,
To loose the binding seals.

—HARRIETT ANNIE, in the *Hamilton Spectator*.

2. PRINCE ALBERT'S SPEECHES.

There is a melancholy interest now in turning over those printed speeches of Prince Albert on public occasions, which are as yet the only literary memorial of his activity. They are models of what such things, from such a speaker, ought to be—singularly neat and concise, always hitting the exact nail of the occasion on the head, and generally distinguished, not only by their practical good sense, but also, so far as the slight and formal style of composition will permit, by a vein of speculative meaning not usual in British orations of the same order. Here are a few passages which seem characteristic. At a meeting of the Society for Improving the Condition of the Labouring Classes, May 18th, 1848:—

"Depend upon it, the interests of classes too often contrasted are identical, and it is only ignorance which prevents them from uniting for each others advantage. To dispel that ignorance, to show how man can help man, notwithstanding the complicated state of civilized society, ought to be the aim of every philanthropic person; but it is more peculiarly the duty of those who, under the blessing of Divine Providence, enjoy station, wealth, and education."

At the Lord Mayor's banquet, in London, March 21, 1850, in anticipation of the Great Exhibition:—

"Gentlemen,—I conceive it to be the duty of every educated person, closely to watch and study the time in which he lives, and, as far as in him lies, to add his humble mite of individual exertion to further the accomplishment of what he believes Providence to have ordained. Nobody, however, who has paid any attention to the peculiar features of our present era, will doubt for a moment that we are living at a period of most wonderful transition, which tends rapidly to accomplish that great end to which, indeed, all history points—the realisation of the unity of mankind! Not a unity which breaks down the limits, and levels the peculiar characteristics of the earth, but rather a unity, the result and product of those very national varieties and antagonistic qualities."

At the dinner of the Royal Academy, May 3, 1851:—

"Gentlemen,—The production of all works in Art or Poetry requires in their conception and execution not only an exercise of the intellect, skill and patience, but particularly a concurrent warmth of feeling and a free flow of imagination. This renders them most tender plants, which will thrive only in an atmosphere calculated to maintain that warmth; and that atmosphere is one of kindness—kindness towards the artist personally, as well as towards his production. An unkind word of criticism passes like a cold blast over their tender shoots and shrivels them up, checking the flow of sap which was rising to produce perhaps multitudes of flowers and fruit. But still criticism is absolutely necessary to the development of art, and the injudicious praise of an inferior work becomes an insult to superior genius. In this respect our times are peculiarly unfavorable, when compared with those when Madonnas were painted in the seclusion of convents; for we have now on the one hand the eager competition of a vast array of artists of every degree of talent and skill, and on the other, as judge, a great public, for the greater part wholly uneducated in art, and thus led by professional writers, who often strive to impress the public with a great idea of their own artistic knowledge by the merciless manner in which they treat works which cost those who produced them the highest efforts of mind or feeling. The works of art, by being publicly exhibited and offered for sale, are becoming articles of trade, following as such the unreasoning laws of markets

and fashion; and public and even private patronage is swayed by their tyrannical influence."

At a banquet in Birmingham, on laying the first stone of the Birmingham and Midland Institute, Nov. 22, 1855:—

"The study of the laws by which the Almighty governs the universe is therefore our bounden duty. Of these laws our great academies and seats of education have, rather arbitrarily, selected only two spheres or groups (as I may call them) as essential parts of our national education—the laws which regulate quantities and proportions, which form the subject of mathematics; and the laws regulating the expression of our thoughts through the medium of language, that is to say grammar, which finds its purest expression in the classical languages. These laws are most important branches of knowledge, their study trains and elevates the mind, but they are not the only ones; there are others which we cannot disregard, which we cannot do without. There are, for instance, the laws governing the human mind, and its relation to the Divine Spirit (the subject of logic and metaphysics); there are those which govern our bodily nature and its connection with the soul (the subject of physiology and psychology); those which govern human society, and the relations between man and man (the subject of politics, jurisprudence, and political economy,) and many others. Whilst of the laws just mentioned, some have been recognized as essentials of education in different institutions, and some will by the course of time more fully assert their right to recognition, the laws regulating matter and form are those which will constitute the chief object of your pursuits; and, as the principle of subdivision or labour is the one most congenial to our age, I would advise you to keep to this speciality, and to follow with undivided attention chiefly the sciences of mechanics, physics, and chemistry, and the fine arts in painting, sculpture, and architecture."

At a meeting of the Royal Agricultural Society of York, July 13, 1858:—

"Agriculture, which once was the main pursuit of this, as of every other nation, holds, even now, notwithstanding the development of commerce and manufactures, a fundamental position in the realm. And, although the time has changed the position which the owner of the land, with his feudal dependants, held in the empire, the country gentleman with his wife and children, the country clergyman, the tenant and the labourer, still form a great, and, I hope, united family, in which we are glad to recognise the foundation of our social state. Science and mechanical improvement have in these days changed the mere practice of cultivating the soil into an industrial pursuit, requiring capital, machinery, industry and skill, and perseverance in the struggle of competition. This is another great change, but we must consider it a great progress, as it demands higher efforts and a higher intelligence."

At the third Jubilee of the Society for the Propagation of the Gospel in Foreign Parts, June 18, 1861:—

"We cannot help deploring that the Church, whose exertions for the progress of Christianity and civilisation we are to-day acknowledging, should be afflicted by internal dissensions and attacks from without. I have no fear, however, for her safety and ultimate welfare, so long as she holds fast to what our ancestors gained for us at the Reformation, the gospel, and the unfettered right of its use. The dissensions and difficulties which we witness in this as in every other church, arise from the natural and necessary conflict of the two antagonistic principles which move human society in church as well as in state, I mean the principles of individual liberty, and of allegiance and submission to the will of the community, exacted by it for its own preservation. These conflicting principles cannot safely be disregarded; they must be reconciled. To this country belongs the honour of having succeeded to this mighty task, as far as the state is concerned, while other nations are still wrestling with it."

3. ANECDOTES OF THE QUEEN.

I have heard the Bishop of Winchester relate an anecdote of the Queen, the other day, at a meeting of the British and Foreign Bible Society, which makes one hope that Her Majesty will derive comfort in her great trial, from the Blessed Book which she knew to contain consolation for her suffering subjects. He said that the parish minister of a little village near Osborne, in going his rounds, entered a cottage where one of his parishioners—a young girl—was dying of consumption. He found by the bedside a lady in black, reading to her the Bible. The lady on his entrance retired; and then he found that this ministering angel was the Queen.

Rumor tells another anecdote of the Queen, which shews her tender heart and her memory of the Crimean bloodshed. They say that when Lord Palmerston took for her sanction the ultimatum demand on the Federal Government for the restitution of the men taken from the *Trent*, she said that if mere etiquette and not national honor was to be satisfied, she could not endure the thought

of the sacrifice of so many precious, gallant lives. That Lord Palmerston then asked if she would be more content if Lord Derby were consulted,—and that on giving his opinion that Lord Palmerston's demand was just and righteous, she gave her sanction.

Such stories as these are peculiarly acceptable to the people at the present time, as proving Victoria a good woman as well as a noble Queen.—*From a private letter.*

Sympathy of the Queen for the Sufferers at the late Hartley Colliery Accident.—In a letter dated "Osborne, January 23," Sir C. B. Phipps, by command of Her Majesty, writes as follows: "The Queen, in the midst of her own overwhelming grief, has taken the deepest interest in the dreadful accident at Hartley, and up to the last had hoped that at least a considerable number of the poor people might have been recovered alive. The appalling news since received has affected the Queen very much. Her Majesty commands me to say, that her tenderest sympathy is with the poor widows and mothers; and that her own misery only makes her feel the more for them. Her Majesty hopes that every thing will be done, as far as possible, to alleviate their distress; and Her Majesty will feel a sad satisfaction in assisting in such measures." A cheque for £200 accompanied this letter.

At a meeting recently held in the city of Montreal, to consider the best means of obtaining and erecting a Statue of the Queen, the Protestant Episcopal Bishop of Montreal referred to Her Majesty's early life as follows:—"His lordship said that he had no right to assume that his feelings of respect and affection for Her Majesty were more sincere than those of any other there present, or even of any other of Her Majesty's subjects; but his personal recollections of Her Majesty might perhaps trace back further than those of the generality of his hearers. Queen Victoria was born in 1819, at Kensington, and he still remembered that, in the autumn of that year, when the Queen was about four months old, he met the nurse carrying the Royal infant, and she was good enough to allow him and the friend that accompanied him to see the baby in her arms. There were then many chances against that infant ever wearing the Crown. Besides the possibility of her dying young, there were others between her and the throne. But these had died, leaving the Crown to devolve upon Victoria. He could not, when he looked upon the infant, foresee, nor could he venture to predict, the future which was in store for her; but might not very much of that prophetic eulogy in Shakespeare have been applied to her:

— "And the words I utter
Let none think flattery, for they'll find them truth
This Royal infant, (heaven still move about her!)
Though in her cradle, yet now promises
Upon this land a thousand thousand blessings,
Which time shall bring to ripeness: She shall be
(But few now living can behold that goodness.)
A pattern to all princes living with her,
And all that shall succeed: Sheba was never
More covetous of wisdom, and fair virtue,
Than this pure soul shall be: all princely graces,
That mould up such a mighty piece as this is,
With all the virtues that attend the good
Shall still be doubled on her: truth shall nurse her,
Holy and heavenly thoughts still counsel her:
She shall be lov'd and fear'd: Her own shall bless her:
Her foes shall shake like a field of beaten corn,
And hang their heads with sorrow: Good grows with her:
In her days every man shall eat in safety
Under his own vine, what he plants: and sing
The merry songs of peace to all his neighbours:
God shall be truly known; and those about her
From her shall read the perfect ways of honour,
And by those claim their greatness, not by blood."

"Such were some of the many things bound up in that infant. She was then being trained up with all that care which was to fit her for the performance of that work which was so soon to devolve upon her. He remembered that 18 years after, he passed on the road William IV., on his way to London to hold a levee. It was the last he ever held. On his return, he was taken ill, and soon after died at Windsor. At the same place (Kensington), where eighteen years ago she first saw the light, Victoria now received the intelligence that she was the possessor of the Crown of one of the most important nations that had a place in history. The first words she said to the Archbishop who brought her the intelligence were to request his Grace to pray for her. The Prime Minister, Lord Melbourne, arrived at 9 o'clock, and had an interview, and immediately after summonses were issued for a Privy Council to meet at Kensington Palace at eleven. We saw here a mighty empire passing down without a word of discontent from the hands of a vigorous man into the hands of a young and tender female, and the British Empire with its dependencies moved on without a check. (Applause). He would simply mention the proclamation which was issued by the new Queen to her subjects, and recall to their memory a few words which she then uttered, very remarkable when viewed in connection with the experience of the past. After announcing the fact of her accession to the Crown, Her Majesty went on something to the following effect: 'This awful responsibility is imposed upon me at

so early a period that I would be oppressed with it, were it not for the confident expectation that the Divine Providence which has called me to the work, will give me strength to perform it; and that I shall find my zeal in the service a recompense for the ability which usually belongs to a longer experience. Educated in England, under the tender care of a most affectionate mother, I have learned to respect the constitution of my native country. These were the words uttered in her first legal communication with her subjects. And had she not nobly redeemed them? (Applause). His Lordship thought that, besides the vote of condolence in which they so cordially united the other day, they ought to do honour to themselves by erecting in the city a permanent and lasting memorial of their respect. They did not expect to see Her Majesty personally among them, but they should do something by way of token to their children and children's children, of the loyal respect they cherished for the good name of good Queen Victoria." (Applause).

"It is reported," says the *Court Journal*, "that when it was first urged on our bereaved Queen that she should leave Windsor before the funeral, she wept bitterly, and said her subjects were never advised to leave their homes or the remains of those lost to them, and why should she have additional sorrow given her in tearing her away from all that was left? The Queen did not consent till the safety of her children was urged, as the fever that had deprived her of her husband might snatch away some other dear object."

We understand that the "Tribute to the Memory of the Prince Consort," in the January number of *Blackwood's Magazine*, has been so highly appreciated by Her Majesty, that she has ordered twelve copies of it to be struck off separately, and forwarded to her.—*Scotsman*.

4. CHARACTER OF THE PRINCE OF WALES.

A Cambridge paper thus refers to the Prince of Wales:—"We declare, without fear of contradiction, that while the Prince of Wales was at the University, he proved himself to be a good and amiable young man, a true English gentleman, and a Prince wholly free from everything approaching to a debasing tendency. No parent could wish his son to behave better, and now that his time of trial has come, we feel confident that his Royal Highness will be found neither unwilling nor unfit, nor unable to console and assist his bereaved mother, and to fulfil the warmest hopes of the people."

A correspondent of the *Manchester Guardian* contributes these items:—"The character of the Prince hitherto has shown itself to those brought into closest contact with him singularly pure and honorable, and perfectly free from that insincerity and dissimulation which so early developed themselves in George IV., and formed no small element in the character of even his comparatively excellent predecessor. But, while the Prince is a perfect gentleman, truthful, straightforward and unstained by any propensity or vice that can cause anxiety to his parents, or his teachers, friends and advisers, he is not in the least a student by natural taste or acquired habits. He is, in fact, the very reverse of a lover of literature. A successor to his father, as an active and personal promoter and planner of improvements in education, in arts and science, he is not fitted by nature to be, and his distinctions as a sovereign will have to be sought in other directions."

The Prince of Wales will soon proceed to visit Corfu and the Ionian Islands, as arranged before the death of his father.

5. LETTER FROM THE PRINCE OF WALES.

The following is a copy of an autograph letter from his Royal Highness the Prince of Wales to the Council of the Royal Horticultural Society, and is, we believe, the first public letter written by him. Most of our readers are aware that the first suggestion of a memorial of the Great Exhibition of 1851 was closely coupled with the name of the departed Prince. Most of the money, for it, was subscribed under the impression that the memorial would comprise a Statue of the Founder of the Great Exhibition. The idea was abandoned out of deference to the wishes of the Prince, who said, "Men should not have statues raised to them while they are living." A statue of the Queen was consequently substituted. But the Prince's death has changed the situation. That attempt to do him honour which, living, he declined, others, in their grief and admiration, have a right to renew. The desire of Her Majesty and the Royal Family—and we may add the whole empire, is expressed in the following touching letter of the Prince of Wales:

"OSBORNE, Dec. 28, 1861.

"GENTLEMEN,—Prostrated with overwhelming grief, and able, at present, to turn her thoughts but to one object, the Queen, my mother, has constantly in her mind the anxious desire of doing honor to the memory of him whose good and glorious character the whole nation in its sorrow so justly appreciates.

"Actuated by this constantly recurring wish, the Queen has

commanded me to recall to your recollection that Her Majesty had been pleased to assent to a proposal to place a statue of herself upon a memorial of the Great Exhibition of 1851, which it was intended to erect in the new Horticultural Gardens.

"The characteristic modesty and self-denial of my deeply lamented father had induced him to interpose to prevent his own statue from filling that position, which properly belonged to it, upon a memorial to that great undertaking which sprung from the thought of his enlightened mind, and was carried through to a termination of unexampled success by his unceasing superintendence.

"It would, however, now, Her Majesty directs me to say, be most hurtful to her feelings were any other statue to surmount this memorial but that of the great, good Prince, my dearly beloved father, to whose honor it is in reality raised.

"The Queen, therefore, would anxiously desire that, instead of her statue, that of her beloved husband should stand upon this memorial.

"Anxious, however humbly, to testify my respectful and heartfelt affection for the best of fathers, and the gratitude and devotion of my sorrowing heart, I have sought, and have with thankfulness obtained, the permission of the Queen my mother to offer the feeble tribute of the admiration and love of a bereaved son, by presenting the statue thus proposed to be placed in the gardens under your management.

"(Signed),

"ALBERT EDWARD.

"To the Council of the Horticultural Society."

At a special meeting of the Council, summoned on Thursday, January 2, to receive this letter, the following resolution was agreed to:—"That under the lamentable and affecting circumstances in which the Council are placed by the irreparable loss which they, in common with the nation, have sustained by the decease of their late President, the gracious offer of his Royal Highness the Prince of Wales should be accepted, but at the same time he should be assured that they contemplate the loss of her Majesty's statue with regret."

6. REPLY OF THE PRINCESS ROYAL OF ENGLAND, TO THE MUNICIPAL AUTHORITIES OF BERLIN.

"For the sympathy you have expressed towards me after the heavy calamity which has befallen the Royal family and the people of England, and which has been the bitterest sorrow of my life, I return to the magistrates and municipal council of Berlin my most sincere thanks. In such a calamity the mind lifts itself above earthly things, and seeks for consolation in sources which are imperishable. If anything earthly could diminish the weight of heavy affliction, it would be the thought that the irreparable loss is acknowledged as such in every circle; and that the high and rare qualifications of my dear father, who has been so prematurely removed, will be embalmed in an enduring memory.

"Berlin.

(Signed)

VICTORIA, Crown Princess."

7. KING EDWARD VI. AND THE PRINCE OF WALES.

A short time since, the Prince Consort becoming possessed of a beautiful marble statuette of the boy-King Edward VI., had it stationed somewhat conspicuously at the top of one of the grand staircases, and designed to present it to the Prince of Wales on his coming of age next November. In the hand of the Royal child is a sceptre, so placed as to point to the representation of a Bible, and at that passage indicated as follows: 2 Chron. xxxiv., verses 1 and 2. The words, exquisite in their simplicity, and written by the finger of God Himself, are these: "Josiah was eight years old when he began to reign, and he reigned in Jerusalem one-and-thirty years. And he did that which was right in the sight of the Lord, and walked in the ways of David his father, and declined neither to the right hand nor to the left."

8. INTERESTING ITEMS IN REGARD TO THE ROYAL FAMILY.

—THE FAMILY name of the Queen is Alexandria Victoria Guelph; that of Prince Albert was Francis Albert Augustus Charles Emanuel Bussia.

—MINUTE GUNS FOR THE PRINCE CONSORT.—This afternoon sixty minute guns were fired from Fort Henry in honour of the late Prince Consort. The colours at the various flagstaffs in the garrison, which for some days have been hoisted half-mast high, will be finally lowered this evening.—*Kingston Whig*, 20th Dec.

—THE PRINCE CONSORT'S PORTRAIT.—Such has been the demand for the "Cartes des Visite" portraits of his late Royal Highness Prince Albert, that 3,000 of these little souvenirs were sold by one firm in London before ten o'clock on the day of the funeral.

— **THE PRINCE CONSORT'S WILL.**—His Royal Highness has willed the whole of his property—a very considerable sum—to the Queen, for the ultimate benefit of their younger children. His care of the revenues of the Duchy of Cornwall will result in the Prince of Wales having nearly half a million in hand when he comes of age next November, together with the annual income in the best possible order.

— **THE ADDRESS OF CONDOLENCE** to the Queen from British residents in New York has received about one thousand signatures. Among the signers are a number of American born citizens who desired to express their respect for the memory of the late Prince Consort, and their sympathy for the widowed sovereign.

— **STATUE OF THE QUEEN IN MONTREAL.**—The citizens of Montreal were to have a meeting on Wednesday evening to take steps to obtain a full length marble Statue of Her Most Gracious Majesty the Queen, to be placed in a prominent and suitable site in that city.

10. HALF-MAST HIGH FOR THE PRINCE

"Look at the ships in the river that lie!

Don't they look splendid?—But tell me why
So many ships are at half mast high."

"The ships, my boy, thus mournfully spread
Their flags below the tall mast's head,
Because Prince Albert of England is dead."

"But, father, it seems strange to me,
That the stars and stripes should lowered be,
For a foreign Prince over the sea."

"Listen to me, my boy, and learn
How every man the love may earn
Of all who good from bad discern.

"Albert of England ever stood
Valiantly forth for the people's good,
Watching them with solicitude.

"More for the welfare of the poor,
The village school, the home secure,
Cared he, than for ambition's lure.

"Whoever from the cereal seed
Most produce gained for human need—
Albert of England bid him 'God speed.'

"Whoever to the factory mill
Added fresh means for human skill—
Albert of England helped him still.

"And ever lent he cheerful aid
To elevate the plough and spade
From all that can lower and degrade."

"And that, my boy, is the reason why
The ships in the river, there, that lie,
Hang out their flags at half-mast high;

"Telling as far as eye may scan,
Of a grief that is moving nation and clan—
As well for the Prince as for the Man."—*New York Albion.*

VI. Biographical Sketches.

No. 3.—SIR HOWARD DOUGLAS.

Sir Howard Douglas, who died on the 8th November, was born in Hampshire (Eng.) in 1776; entered the British army at an early age, and served in Walcheren, and in the Spanish and Portuguese campaigns of 1808-12. In 1823 he was appointed Governor of the North American Province of New Brunswick, which position he held for six years. He was Lord High Commissioner of the Ionian Islands, from 1835 to 1840, and member of Parliament from Liverpool from 1842 to 1847. He was raised to the rank of General in 1851. Sir Howard is the author of several works on military science, which have achieved him a high reputation both at home and abroad. The most notable of these are his essay "On the Construction of Military Bridges," and "A Treatise on Naval Gunnery," (1819.) In the edition of the latter work, published in 1855, he reviewed very severely the military operations of the Allies in the Crimea. He was 85 years old at the date of his death.

No. 4.—M. GEOFFREY ST. HILAIRE.

Isidore Geoffrey Saint Hilaire was the son of the celebrated transcendental anatomist, Etienne Geoffrey, the first who propounded the doctrine of the "unity of organic composition," from which has sprang such wonderful results in modern science. Isidore was born in Paris in 1805, and so remarkable were his attainments in natural philosophy, that when only 19 years old he became a teacher at the Museum. He rose rapidly from one honor to another at the Faculty of Sciences and in the University, lecturing and demonstrating with great success and fame. He has published several works on anatomy and physiology, which gave him a place in these departments second to no man living or dead—excepting only his own father. He has also paid much attention to the domestication of foreign animals in France, and was the first to advocate the use of horse-flesh as human food. He died in Paris on the 9th November.

No. 4.—COL. CONNELL JAMES BALDWIN.

The late Colonel Baldwin, whose death took place on Dec. 14th, was born in Clohine, in the County of Cork, Ireland, the residence of his father, James Baldwin, Esquire. He was a brother of the late Doctor Baldwin, an eminent physician of Cork, which city he represented in the Imperial Parliament. He was also a first cousin of the late celebrated Daniel O'Connell, and a nephew of the gallant General Count O'Connell, of the French service. Colonel Baldwin was one of the Peninsula heroes, whose career is now a matter of history. He first entered the service of his country in the navy at the early age of 14 years. He was obliged by ill health to leave that service; but desirous of a military career, he entered the army at 16, in the 87th regiment, from which he exchanged into the 83rd, and afterwards into the 50th, in which regiment he obtained his company, after passing his examination with honors at the military college of Farnham. Whilst with these regiments in the Peninsula, he was present at the battles of Talavera, Busaco, Fuentes D'Onor, Badajoz, Salamanca, Vittoria, Neiva, Nevelle, Orthes and Toulouse, for all of which he possessed a medal and ten clasps. At Talavera he was wounded in the head; at Badajoz, leading the stormers, he was twice thrown from the scaling ladders, and at Fuentes D'Onor he received a ball through the arm, for which wounds he obtained a pension. Colonel Baldwin was a good classical scholar, and in a conversation amongst officers, in which General Picton took part, the General used a classical quotation which Colonel, then Lieutenant, Baldwin answered in the same language. This so gratified the General that he appointed him on his staff, and ever afterwards entertained the most friendly feelings for him. He served in the 50th regiment, when he acted as Brigade Major, in Jamaica, and in other parts of the West Indies; but to his active disposition the mere routine of garrison duty became irksome, and he retired on half pay. On visiting his native country he was induced by Colonel Cotter, then recruiting for the Brazilian service, to raise a regiment, which he did at Cork, and entered into the service of the Emperor of Brazil. This service, however, from the mismanagement of the Government, and the ill-treatment of his men, disgusted him; and the Government ordering the regiment into the interior as settlers, he resisted, at the request of the men, and finally obtained their discharge and shipment home. The Brazilian Government tendered him pay for his services, which, under the circumstances, he refused. About 1828 he came to Canada, and after some time spent near the then town of York, he went to Peterboro', where he held property, and is remembered with the highest respect and esteem. He afterwards removed to the Gore of Toronto, then a wilderness, where he has since resided. In the troubles of 1837 and 1838, Colonel Baldwin again made his services available to his country, and raised a regiment of militia for the defence of the frontier. As a civilian, he was a magistrate, and in that capacity earned the respect of his neighbours. He was fearless, honourable and impartial, and never, during the continuance of the high trust, to his death, did he condescend to receive fees, being in all the actions of his public life, *sans peur et sans reproche*. He was a politician of the moderate reform party, and made many sacrifices for that party. He was a strong supporter of his namesake, the late Honourable Robert Baldwin, between whose family and that of the Colonel there is some remote connection. Like many others, the Colonel was overlooked when his party came into power; and, too proud to ask as a favour what the party should have been proud to have the opportunity to offer, he remained in private life, and, like Cincinnatus of old, tilled his farm for a living. Colonel Baldwin leaves a family of seven children. His only son is an officer of the 100th Regiment, whose praise as one of the three officers distinguished as "judges of distance" in that regiment, came as a ray of sunshine through the cloud, illuminating his death-bed and reviving in him the love of that profession in which he gloried, and connected with which were the reminiscences of his youth and early manhood.—*Leader.*

No. 6.—F. C. T. ARNOLDI, ESQ., M.D.

Francis Cornelius Thomas Arnoldi, a distinguished physician in this city, died at his residence on the 1st Dec. He was the fourth son of an eminent physician of Montreal. If not himself a German—we speak of his father—he was of German extraction. The family, however, had passed into Italy, whence the original name Arnold was changed to Arnoldi. The subject of these few remarks was born on 26th October, 1806, at Riviere du Loup, so he was upwards of 56 years old. In his early boyhood he was sent to Ayrshire in Scotland where he received his education, and on his return to Canada was apprenticed to his father. After he had passed through a certain routine in the Province he proceeded to Edinboro' where he continued his studies, and also passed over to Dublin and to Paris, for joined to his other accomplishments Dr. Arnoldi was a finished French scholar. Taking his degree at Edinboro', he returned to Canada in 1827, and continued in partnership with his father until 1830, when he went back to Edinboro'. He again established a connection with the University, for he had never ceased his relations with the Professors, and from association and habit as much as from scientific motives continued his visits to the Lecture Room. In 1832 he revisited Canada, never again to leave it; and from that period until within three days of his death he was actively engaged in the duties of his profession. In the events of 1837–38, Dr. Arnoldi, ever a leading spirit among the British population of Montreal, took a very prominent part in the politics of the hour; and on the breaking out of the rebellion joined a troop of Cavalry as Surgeon. In this capacity he was present at Saint Denis in November, 1837, and at Saint Eustache in December, 1838. Subsequently he was appointed Captain of the Volunteer Infantry—a choice dictated by the confidence in his firmness and enterprise. He still, however continued his professional life, which indeed he never abandoned, for it was to him a labor of love. In Montreal, in connection with Doctors Sutherland and Badgley, he established the School of Medicine, so long and so successfully the opposing School to McGill College, with which, if we err not, it was subsequently fused. Dr. Arnoldi's connection with McGill College was not of long duration. Some seven years ago Dr. Arnoldi moved to Toronto. It was then the seat of Government; an extraordinary impetus had been given to the trade and commerce, and the opinion prevailed that in less than ten years we should number some one hundred and fifty thousand of a population. We need not recall the error of the prediction; but if we allude in any way to the exaggerated expectation, it is only to say that Dr. Arnoldi at once took the highest professional position among us, and that he succeeded in obtaining his share of material recognition.—*Leader*.

VII. Short Critical Notices of Books.

— **ADVENTURES IN THE SOUTH PACIFIC.** New York: Harper and Brothers.—This book contains a lively and interesting sketch of a whaling voyage in the Southern Pacific Ocean. It is written by a "roving printer," from the log book and recollections of two young men who spent five years in the whale fisheries. There are a number of very good wood engravings.

— **PICTURES OF HEROES.** Philadelphia: J. B. Lippincott and Co.—This is a handsome reprint of an interesting English book. It contains stirring sketches of King Alfred, Constantine, Barbarossa, Gustavus Adolphus Sobieski and others. The author in his preface says "Some of the more scenic incidents in the long procession of History have been chosen for description in the following pages. The moment has generally been selected when the great man of the age was at his greatest, or when the age had most need of its great man."

— **ONE SUMMER AT SUNNY BROOK.** New York: A. D. F. Randolph.—This is a pleasant sketch of a family of boys and girls residing at a little village near New York. The great object of the book seems to be to correct the faults incident to youth, and to lead the little ones into the paths of truth and virtue.

— **SCENES AND NARRATIVES FROM GERMAN HISTORY.** London: Christian Knowledge Society.—This little work contains eighty interesting Sketches illustrative of German History. They are chiefly biographical; and among the noted men included in the Sketches are Arminius, Otho, Henry IV., Barbarossa, Luther, and Frederick the Great. The illustrations, like all those in the Society's books, are well executed.

— **HOWITT'S FAVOURITE SCHOLAR, &c.** New York: James Miller.—Mary Howitt's juvenile works have become so deservedly popular, that we need scarcely recommend the "Favourite Scholar." In addition to this story by Mrs. Howitt, the book contains tales by Mrs. S. O. Hall, an equally popular writer, and by other authors. The illustrations are very good, and the book itself is handsomely bound.

— **WIN AND WEAR.** New York: B. Carter & Brothers.—This book contains a sketch of boy life under very trying circumstances. Through all the vicissitudes related in the book however, Willy Sumner triumphed, and finally did "Win and Wear."

— **GLEANINGS FROM SCHOOL-LIFE EXPERIENCE.** By Hiram Orcutt, M.A.—This little book contains useful hints to Common School Teachers, parents, and pupils. It is by an experienced and successful teacher, and will be found of service in the cause of education. The hints, directions and advice will prove valuable to teachers, being the result of experience and not theory.

— **TABLES OF MEASURES.** Montreal: B. Dawson & Son.—This is a useful little publication. It contains tables for reducing English, old French, and Metrical Measures. The author is Mr. A. Wurtele, Provincial Land Surveyor and Civil Engineer. We cordially recommend these tables.

— **ALLENS' CLASSICAL HAND BOOK.** Boston: Swan, Brewer & Tileston.—This is a most valuable compilation. Like Bird's classical manual, it groups together all those more striking facts which it is essential that every student of the classics should be acquainted with, but which it would take a great deal of time to pick out of classical dictionaries, &c.

— **RULES OF ORDER.** Philadelphia: Lindsay & Blakiston.—This little book is designed as a manual for conducting business meetings, societies, boards, and other deliberation bodies. It is based on parliamentary, congressional and legislative practice. The author of this useful compilation is B. Matthews, M.A.

VIII. Educational Intelligence.

THE LATE MR. HERBERT BUTTERWORTH,
(Of the Educational Department, Toronto.)

Died, at the residence of Mr. Unwins, Provincial Land Surveyor, Seaton Street, Toronto, on Thursday, the 19th December last, Mr. Herbert Butterworth, aged 25 years. Mr. Butterworth was born at Mansfield, in Nottinghamshire, England, and was connected with the Educational Department for Upper Canada during the last four years and a half of his life. During that time he won the esteem and confidence of every person connected with the Department. He was singularly unobtrusive and amiable in his disposition; while at the same time his promptitude in the discharge of the varied and some times difficult duties assigned to him in the Department, was especially gratifying. During his fatal illness, he was most kindly cared for by the excellent family with whom he resided; and in his last moments he was cheered by the presence of his pastor, the Rev. W. S. Darling, who, on the morning of his death, administered to him, at his special request, the Sacrament of the Lord's Supper. His remains were interred in St. James' Cemetery, on the 21st of December, and were followed to the grave by his late associates in the Educational Department.

— **NORTHUMBERLAND SCHOOL TEACHERS' CONVENTION.**—The teachers of the Cobourg Grammar School Circuit held a meeting recently for the purpose of discussing educational topics, such as the best means to be adopted of arousing a deeper interest in the minds of parents and guardians generally. The chair was taken at seven o'clock, by E. Scarlett, Esq.; Local Superintendent of Common Schools for the county, when a spirited discussion on the several topics at issue took place. It was universally admitted that the success of the teacher would be affected very materially by the classification of his pupils. The chairman of the meeting, in concurring with the remarks made on this subject, read an extract from the report on Common Schools, laying before the teachers the system approved of by the Council of Public Instruction for Upper Canada, and pointed out in clear and forcible language, how far this system can and ought to be adopted in our rural districts. Among several resolutions that were adopted was the following: "That whereas, in the opinion of this meeting, teachers' associations have a tendency to cause more unity of feeling among the teachers, and a more thorough system to be adopted in our schools; therefore we do meet in the Town Hall, Coldsprings, on the last Saturday in January, for the purpose of re-organising such an association, and that trustees and friends of education be respectfully requested to attend." After the usual vote of thanks to the chairman, &c., the meeting adjourned, to meet at the time and place specified in the resolution.

— **SCHOOL MATTERS IN NORTHUMBERLAND.**—At a public meeting of the Trustees, Teachers and friends of Education, held in Colborne Grammar School, on the 18th inst.—J. C. Young in the chair, W. L. Johnston, Secretary—the following resolution was unanimously adopted:—Moved by C. M. Gould, seconded by J. B. Dixon—"That in compensating the state

of Common School Education in this County with what it was a few years ago, and with what it now is in many parts of this Province, we have great reason to be proud of the position which we occupy; while we are fully sensible that much of our progress is due to the faithful and unwearied exertions of C. Scarlett, Esq., Local Superintendent; that we are entirely satisfied that the system of appointing County, instead of Township, Superintendents must act beneficially on both teachers and their schools; and that, as trustees and teachers, we hope that the esteemed Superintendent of this County may for many years be continued in the office, the duties of which he has so long and ably discharged.—*Com.*

— **HAMILTON SCHOOL EXAMINATIONS.**—The public examination of the Hamilton schools took place on the 20th December. The Grammar School, under Dr. Blackman, the Central School, under Principal Macallum, and the various Ward or Primary Schools in connection therewith, were visited by large numbers of the parents and friends of the pupils. The examinations were thorough and satisfactory in all departments in the higher divisions of the Central School, some of the scholars displayed a proficiency which betokens a high degree of usefulness in after-life. The classical and mathematical studies in the Grammar School have been mastered by the pupils to an extent which has fully demonstrated the wisdom of the School Trustees in dividing this department from the Common Schools. The St. Patrick's Separate School also underwent a public examination. The first division of boys, under Mr. Shea, have made great progress during the past year in Latin, mathematics, and the other branches of an English education. The other divisions gave no less promising evidences of improvement. The St. Mary's Separate School also underwent its examination. There are four divisions—two of boys and two of girls—numbering in all about 250 pupils, whose general appearance and bearing gave token of perfect discipline. The R. C. bishop, and several of the trustees and others, attended; and at the conclusion expressed themselves much gratified with the proficiency displayed.—Upon the whole there is much reason for satisfaction at the present efficient condition of the public schools in this city, and the children have well earned their holidays.—*Hamilton Correspondence to the Leader.*

— **HAMILTON CENTRAL SCHOOL.**—On the 18th January, a meeting was convened by the chairman of the Board of Common School Trustees, to consult the rate-payers as to the propriety of surrendering the Central School building for the use of the soldiers, but the decision of the rate-payers was adverse to the surrender of the building. Under these circumstances, the liberal sums subscribed by our wholesale merchants and others, intended at first to defray the expenses of providing for the Central School Scholars in other buildings will now, it is supposed, be applied to provide for the military. This appears to be far preferable to the original idea of breaking up the Central School, which might have been productive of serious injury to the interests of the City.

— **LAVAL UNIVERSITY.—VISIT OF THE GOVERNOR GENERAL.**—On Tuesday, the 26th November, His Excellency Lord Monck, Lady Monck, and suite, visited the Quebec Seminary and Laval University. On entering the Seminary the distinguished party was received by the Superior and Directors of the institution, and conducted to the public hall, where His Lordship, Monsieur de Tloa, Administrator of the R. O. Diocese of Quebec, was in waiting, surrounded by the Priests of the Seminary and a number of other clergymen. There also, the pupils of the Seminary, to the number of 400, were assembled. A throne, surmounted by a beautiful canopy of gold and damask, had been prepared for their Excellencies, and when they had taken their places, an address was presented to them in the name of the pupils of the Quebec Seminary. An address to Lady Monck was also read by one of the youngest scholars present; and to both addressees, as well as to the solicitation of one of the pupils who prayed for a holiday for himself and his brethren, His Excellency replied in fitting terms, expressive of the interest which he took in the progress and welfare of his young hearers. The distinguished party then, at the solicitation of the Superior, visited the principal apartments of the Seminary—the recreation and class rooms, the chapel of the Congregation and the Seminary chapel. The visit to the Seminary being thus terminated, their Excellencies proceeded to the Laval University. The Rector, accompanied by the Doctors and Professors of the University, met them at the door and conducted them to the reception room, where a number of ladies and gentlemen, who had been invited to accompany their Excellencies in their visit to the University, were assembled. Their Excellencies then proceeded to the great hall of the University which presented a most imposing *coup d'œil*. This hall, which is undoubtedly the largest and

most beautiful in the city, had been tastefully decorated for the occasion. It was richly carpeted throughout its whole extent, while banners suspended from the galleries or tastefully draped above the throne, added to the effect. The students of the different Faculties of the University, in full academic costume, were ranged on both sides of the entrance. When their Excellencies had taken their places the Rector came forward and presented the following address, in the name of the University:—"To His Excellency the Right Honourable Charles Stanley, Viscount Monck, Governor General of Canada. May it please your Excellency:—The safe arrival of Your Excellency and Lady Monck, in our midst, after the dangers of a long voyage, has been a cause of great joy for all the inhabitants of this Province. The Laval University could not remain isolated from this universal joy, and it is therefore with pleasure we embrace this opportunity of tendering to Your Excellency the homage of our respect and our felicitations. If our prayers are heard, the time which Your Excellency may spend in Canada will be for yourself and your family a period of true happiness. The interests which Her Majesty takes in the prosperity of her numerous subjects, and the choice which she has made of Your Excellency among the many distinguished men of the United Kingdom, are to us a guarantee that the Government of this Province could not have been confided to more skilful hands. And it is therefore with sentiments of the most profound respect and the most lively gratitude that we hail, in your person, the worthy representative of our Most Gracious Sovereign to whom this University is indebted for its charter. This consideration should assure Your Excellency of the zealous support of all the inhabitants of this vast Province; and we assure Your Excellency that the Rector, Professors, and Students of Laval University consider it a matter of honor and duty to yield to no one in this respect. Your Excellency will see, assembled in this hall, with their Professors, the different classes of our studious youth who are preparing, in silence and study, to occupy, at some future day, high positions in the different ranks of Canadian Society. Encouraged by this mark of condescension which Your Excellency has conferred upon them—all have resolved to increase their zeal and ardor to become one day useful members of the country which now acknowledges you as its chief, and as the personification of its unity, force and hope for the future. In working earnestly to deserve still more the favour of Your Excellency we believe we are all working for our country; and in our prayers for the happiness of that country, we cannot but associate with it the names of Your Excellency, Lady Monck, and family." His Excellency replied, in his usual happy manner, in the following terms:—"Gentlemen,—I thank you for the manner in which you felicitate Lady Monck and myself on our arrival in Canada. The Queen, our August Sovereign, has been graciously pleased to appoint me her representative in this Province—I accept, therefore, the homage which you have tendered me, as being offered to Her Gracious Majesty rather than to myself. You, also, gentlemen, occupy a very important position, full of difficulties and demanding great zeal, indefatigable energy, and profound devotedness. I hope and feel certain that your labors will be rewarded in seeing the young men whose education you have undertaken, and whom I now see around me, becoming every day more diligent and more convinced of the importance of profiting by the liberal education which is offered them here; so that when they leave the University, they may show themselves worthy of it, and may sustain the high reputation which it has already acquired." Their Excellencies then visited the splendid library, the lecture-rooms, the different museums, and other departments of the University, in all which they manifested a lively interest. They then took their departure, their visit having lasted a little more than an hour.—*Quebec Chronicle.*

TO TEACHERS.

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FREE PUBLIC LIBRARIES OF UPPER CANADA.

We have much pleasure in inserting in this number of the *Journal* the annual statement of the progress of our free public library system in Upper Canada. The statement is in a tabular form, and shows the number and classification of all the library books which have been dispatched to the public schools by the Educational Department from November, 1853, to the end of December, 1861. It also includes an account of the number of prize books sent out to the public schools from January, 1857, to December, 1861, as well as a statement of the mechanics' institutes, &c., which have been supplied with library books during the same periods.

One or two other tables have been added. That relating to prison libraries, &c., will no doubt be regarded with especial interest by those who look upon such agencies as a silent yet important means of influence for good with a class of the community who are often regarded as the outcasts and pariahs of society, incapable of being reclaimed, or unworthy of an effort to do so.

The extracts and documents relating to Prisons and Reformatories in the Province, which we publish in connection with these tables, will be found to present many interesting facts illustrative of the comparative success of the ameliorating influence now brought to bear upon the inmates of the various prisons and reformatories in the Province. Such an influence may prove a potent means, when others fail, of recalling many an erring one to the paths of religion and virtue.

The contemplation of the facts embodied in the tables relating to the extension of libraries in our public schools, will excite lively gratitude in the minds of the lovers of the educational advancement of the country, as it has already elicited the admiration of numerous strangers who visit this country from time to time, especially the American educationists who have made this part of our Canadian school system a subject of enquiry.*

Very much remains yet to be done in this branch of the system of public instruction; but it is worthy of remark, that not a month has elapsed during the eight years since its establishment without more or less books having been sent out, as may be seen in the table on the following page. From this table it will be seen that the total number of library books sent out up to the end of 1861, was 193,217; the number of prize books sent out from January, 1857, to December, 1861, was 67,128; and the number of volumes of books sent out to mechanics' institutes, &c., was 7,815; making a grand total (after deducting 616 volumes returned for exchange) of 267,544 volumes. The value of these books, together with the value of the maps, apparatus, and other articles sent out from the Map and Apparatus Depository, we give in the following table, which will prove highly interesting to the friends of public schools in Upper Canada.

TABLE shewing the value of articles sent out from the Educational Depository during the years 1851 to 1861 inclusive :

YEAR.	Value of articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices, without any apportionment from the Legislative Grant.	Total value of Library, Prize, and School Books, Maps, and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus and Prize Books.		
	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1851.....	...	...	1,414 25	1,414 25
1852.....	...	...	2,981 13	2,981 13
1853.....	...	...	4,233 14	4,233 14
1854.....	51,376 23	...	5,514 18	56,890 41
1855.....	9,947 15	4,655 53	4,389 40	18,992 08
1856.....	7,275 82	9,320 87	5,726 76	22,323 45
1857.....	16,200 92	18,118 28	6,451 20	40,770 40
1858.....	3,982 99	11,810 28	6,972 05	22,765 32
1859.....	5,805 64	11,905 02	6,679 30	24,389 96
1860.....	5,289 56	16,832 17	5,416 64	27,538 37
1861.....	4,084 22	15,781 74	4,180 70	24,026 66
Total ...	\$103,962 53	\$88,423 89	\$53,938 75	\$246,325 17

* See *Journal of Education* for May, 1860, page 65, and also pages 21-24 of the *Journal* for February, 1861.

The following is a full and interesting Statement of the Number and Classification of Public Library and Prize Books sent out from the Depository of the Upper Canada Educational Department, from 1853 to 1861 inclusive:

Number of Volumes sent out during the Months of	Total Vols. Lib'y Books	History.	Zoology and Physiology.	Botany.	Phænomena &c.	Physical Sciences.	Geology, &c.	Nat'l Philo- sphy and Manufact's.	Chemistry.	Agriculture ¹ Chemistry	Practical Agriculture.	Literature.	Voyages, &c.	Biography.	Tales and Sketches, Practical L.	Teachers' Library.	Prize Books.	Grand total Library and Prize Books
November, 1853.	961	168	62	16	29	15	5	45	6	9	48	90	54	126	284	4	...	961
December	20961	3990	1540	271	877	511	229	895	126	183	759	2604	1057	2791	4594	204	...	20961
January, 1854.	3129	624	279	46	143	34	30	132	29	48	151	308	291	435	545	34	...	3129
February	7874	1290	627	125	275	237	85	307	93	65	348	830	528	738	2252	74	...	7874
March	2161	362	164	25	62	50	27	72	22	24	103	220	182	225	556	67	...	2161
April	1149	174	101	13	34	28	13	44	10	8	42	115	96	110	548	13	...	1149
May	4948	797	472	56	112	93	45	211	40	32	156	527	291	597	1468	46	...	4948
June	5236	996	476	79	276	95	46	406	41	23	176	508	294	478	1286	56	...	5236
July	9305	1601	937	159	405	208	81	725	81	38	420	812	528	919	2320	70	...	9305
August	7142	1028	574	92	199	136	61	521	70	24	411	555	447	677	2303	44	...	7142
September	9372	1269	598	127	230	132	66	847	79	16	368	598	541	710	3751	42	...	9372
October	9727	1484	883	183	256	219	110	966	112	28	647	685	668	872	2549	65	...	9727
November	4232	619	278	74	110	92	47	304	33	8	308	422	322	404	1214	47	...	4232
December	2386	389	145	51	69	22	25	245	19	7	105	184	162	228	715	20	...	2386
January, 1855.	4570	805	392	64	110	214	48	231	50	8	186	605	357	468	935	94	...	4570
February	1667	174	100	17	65	22	9	100	21	3	62	159	134	185	596	20	...	1667
March	639	83	43	12	16	10	6	28	2	...	32	74	49	44	225	15	...	639
April	2594	398	160	29	41	48	15	178	18	2	48	370	248	359	651	29	...	2594
May	4100	724	331	50	69	48	39	309	34	22	291	399	338	485	968	53	...	4100
June	5448	1047	405	71	95	99	35	388	45	14	355	481	607	446	1157	101	...	5448
July	1704	428	98	8	24	61	6	104	22	7	105	141	153	171	346	30	...	1704
August	1941	508	166	37	35	59	11	91	5	6	108	295	165	171	277	14	...	1941
September	1619	402	38	4	10	16	6	100	...	2	91	208	217	182	314	81	...	1619
October	2595	612	211	9	46	53	14	214	4	11	128	258	418	391	203	23	...	2595
November	1213	194	116	12	32	27	9	56	3	1	40	206	153	139	206	19	...	1213
December	571	100	5	5	15	6	2	9	3	...	6	59	87	40	231	8	...	571
January, 1856.	245	36	58	...	3	24	9	72	11	3	8	22	4	5	2	10	...	245
February	20	...	4	...	...	...	...	4	...	...	...	2	10	...	...	...	...	20
March	1359	261	41	4	10	27	9	74	16	2	52	264	89	135	338	37	...	1359
April	571	137	20	2	21	8	5	14	1	1	30	62	41	81	140	8	...	571
May	434	105	10	...	5	4	1	3	...	1	18	41	41	32	173	...	...	434
June	794	150	49	14	36	6	5	19	2	2	35	74	61	207	108	25	...	794
July	1796	236	129	12	83	13	12	69	6	2	46	184	154	313	515	22	...	1796
August	351	77	5	...	5	21	3	16	...	2	1	55	30	29	103	4	...	351
September	272	19	...	...	3	...	...	6	...	...	1	4	...	11	227	2	...	272
October	1030	225	57	30	40	37	3	88	2	1	40	54	53	109	284	21	...	1030
November	2544	382	104	32	50	35	7	132	5	3	76	268	167	378	848	59	...	2544
December	4233	870	197	24	135	112	23	164	12	14	111	495	365	544	1094	69	...	4233
January, 1857	4435	691	258	46	51	171	35	283	37	9	130	464	304	566	1359	31	...	4435
February	5572	1040	410	73	110	182	35	398	30	16	274	546	347	723	1326	53	...	5572
March	8619	1383	439	96	146	215	59	553	39	19	323	622	684	1023	2957	58	...	8619
April	1261	177	87	22	48	38	10	103	7	6	99	100	98	162	295	9	...	1261
May	2283	302	108	25	67	34	9	56	4	4	115	62	203	195	1073	26	...	2283
June	2595	566	172	18	62	57	20	126	1	8	127	242	257	319	594	26	...	2595
July	2000	405	149	23	41	51	18	111	16	1	107	115	156	248	539	20	...	2000
August	1200	261	75	11	49	35	4	45	...	1	46	90	106	119	342	16	...	1200
September	448	125	32	2	9	8	5	23	...	2	10	49	19	40	123	1	...	448
October	357	18	9	4	16	5	...	6	...	...	7	26	21	47	194	4	...	357
November	172	78	9	...	9	1	...	3	...	...	3	6	9	12	42	...	...	172
December	891	237	15	1	24	20	...	22	...	1	16	69	49	62	878	...	...	891
January, 1858	74	23	...	...	...	2	...	...	...	...	...	6	10	8	24	2	...	74
February	840	119	44	6	1	16	1	26	11	...	29	37	99	74	356	21	...	840
March	1102	257	63	13	25	28	14	28	...	...	34	91	110	104	330	5	...	1102
April	776	166	61	7	10	8	4	40	8	...	24	46	83	79	234	6	...	776
May	173	40	9	6	5	3	6	19	...	...	7	15	18	12	33	...	...	173
June	414	80	19	...	1	7	4	1	...	...	16	116	28	40	90	3	...	414
July	475	88	35	9	23	4	1	12	...	...	17	26	53	41	166	...	...	475
August	1240	269	124	26	28	6	4	36	...	...	119	197	83	347	1	...	...	1240
September	506	118	6	...	...	4	12	9	2	...	14	67	77	52	145	...	...	506
October	69	10	...	...	...	2	...	...	1	...	...	4	12	6	32	2	...	69
November	1551	358	126	16	54	12	13	74	4	...	17	155	138	158	393	33	...	1551
December	367	40	16	3	5	6	2	31	1	2	28	31	18	78	95	11	...	367
January, 1859	868	224	78	11	17	9	17	32	7	2	42	104	100	106	91	28	...	868
February	3361	520	128	53	59	70	48	157	42	6	69	469	225	411	935	69	...	3361
March	277	32	20	2	10	7	1	12	3	2	3	13	20	16	136	...	...	277
April	274	49	14	3	1	4	7	3	4	...	25	14	42	26	81	1	...	274
May	1437	303	61	17	39	35	17	84	8	...	40	255	108	210	230	30	...	1437
June	126	18	15	2	11	5	3	2	2	...	5	3	10	8	42	...	...	126
July	632	123	43	16	20	9	11	20	7	1	21	60	27	55	225	14	...	632
August	546	113	24	1	3	9	8	24	...	...	7	73	32	88	141	3	...	546
September	614	108	24	9	25	20	7	33	5	1	29	48	70	80	149	6	...	614
October	359	72	16	12	15	...	4	14	...	...	3	20	33	48	118	9	...	359
November	486	79	23	9	8	16	5	35	6	4	47	71	22	44	107	10	...	486
December	308	29	5	1	1	8	2	16	3	2	9	39	25	35	151	2	...	308
January, 1860	1075	196	54	20	9	28	12	40	9	6	27	149	106	129	280	10	...	1075
February	477	63	36	11	17	4	10	30	2	...	9	19	26	67	182	1	...	477
March	359	64	23	...	1	11	7	28	4	...	13	37	26	45	95	5	...	359
April	932	203	50	18	23	26	8	53	4	...	16	79	75	90	260	22	...	932
May	337	44	14	4	11	17	5	24	7	...	14	37	30	40	85	5	...	337
June	1240	199	48	14	18	15	8	62	4	...	12	115	99	128	495	23	...	1240
July	1004	169	61	19	30	19	9	62	5	6	73	92	86	139	214	20	...	1004
August	155	28	9	...	10	17	3	14	4	...	3	3	8	13	40	3	...	155
September	393	83	10	3	8	...	1	23	2	...	5	32	40	73	105	5	...	393
October	753	129	32	15	30	12	7	22	7	...	48	112	81	90	158	10	...	753
November	589	79	35	9	12	6	4	22	1	...	19	61	30	73	232	6	...	589
December	1758	394	103	31	49	45	26	146	12	5	100	116	190	228	371	37	...	1758
January, 1861	740	129	23	...	...	4	11	35	2	...	1	100	116	125</				

The Mechanics' Institutes which have received Libraries from the Depository, and the No. of Vols. sent to each, are, in alphabetical order, as follows

	VOLS.	YEARS.		VOLS.	YEARS.
Baltimore	75	1858	St. Catharines	108	1854-9
Berlin	158	1855	Streetsville	110	1860
Chatham	313	1853-4	Thorold	300	1858
Cobourg	350	1856	Toronto	410	1856-61
Collingwood	46	1857	Vankleekhill	106	1858
Drummondville	6	1859	Whitby	267	1857-8-9-6 1
Fonthill	137	1858			
Lindsay	106	1858	Total	3,742	
Guelph	372	1853-4			
Huntingdon, O. E.	150	1855	Books were also sent to the		
Milton	68	1858	Leeds and Grenville Agricultural Society	208	1855
Mount Forest	106	1860	Educational Department, L. O.	3,103	1860-1
Napanee	27	1857	McGill College, Montreal	200	1857
Newmarket	55	1858-9	Sarnia Dialectic Society	82	1858
Oakville	250	1856	Southwold Agricultural Society	23	1856
Pickering	40	1861	Various other institutions, &c.	781	1851-8-60
Port Perry	109	1858			
Smith's Falls	73	1857-8		8,139	

PRISON LIBRARIES IN UPPER CANADA.

The following table shows the number of volumes sent out to various prisons, &c., during the years 1856-61.—(See p. 36.)

PRISON LIBRARIES.	Amount received.	Legislative App'ment.	TOTAL.	VOLS.
1856 :	\$ cts.	\$ cts.	\$ cts.	
Peterborough Jail	22 16½	22 16½	44 33	94
Toronto Jail	131 63	131 63	263 26	616
Woodstock Jail	20 00	20 00	40 00	71
	173 79½	173 79½	347 59	781
1857 :				
Lanark and Renfrew Jail	60 00	60 00	120 00	282
Provincial Penitentiary	46 13	46 13	92 26	174
Whitby Jail	20 00	20 00	40 00	106
	126 13	126 13	252 26	562
1858 :				
Provincial Penitentiary	100 00	100 00	200 00	251
1859 :				
Brackville Jail	40 00	40 00	80 00	154
Guelph Jail	20 00	20 00	40 00	94
Pictou Jail	10 00	10 00	20 00	43
Sarnia Jail	25 00	25 00	50 00	93
Woodstock Jail	19 75	19 75	39 50	82
Reformatory Prison, Penetanguishene	17 00	17 00	34 00	96
	131 75	131 75	263 50	562
1860 :				
Barrie Jail	20 00	20 00	40 00	84
Goderich Jail	25 16	25 16	50 32	87
London Jail	5 00	5 00	10 00	14
Peterborough Jail	20 00	20 00	40 00	82
Whitby Jail	10 00	10 00	20 00	36
Reformatory Prison, Penetanguishene	47 66	47 66	95 32	150
	127 82	127 82	255 64	453
1861 :				
Grey Jail	10 00	10 00	20 00	47
1858 :				
Provincial Lunatic Asylum	111 93½	111 93½	223 87	386
1860 :				
Malden Lunatic Asylum	52 00	52 00	104 00	176
RECAPITULATION :				
For the year 1856	173 79½	173 79½	347 59	781
For the year 1857	126 13	126 13	252 26	562
For the year 1858	100 00	100 00	200 00	251
For the year 1859	131 75	131 75	263 50	562
For the year 1860	127 82	127 82	255 64	453
For the year 1861	10 00	10 00	20 00	47
Lunatic Asylums, as above, 1858	111 93½	111 93½	223 87	386
" " 1860	52 00	52 00	104 00	176
	\$833 43	\$833 43		
Grand Total			\$1666 86	3218

The following STATISTICAL TABLE has been compiled from the "Trade and Navigation Returns" for the years specified, shewing the gross value of books (not maps or school apparatus) imported into Canada. This table proves conclusively how incorrect is the statement that the operations of the Educational Depository interfere with the interests of the booksellers :*

YEAR.	Value of Books entered at Ports in Lower Canada.	Value of Books entered at Ports in Upper Canada.	Total value of Books imported into the Province.	Proportion imported for the Educational Department of Upper Canada.
1850	\$101,880	\$141,700	\$243,580	\$ 84
1851	120,700	171,732	292,432	3,296
1852	141,176	159,268	300,444	1,288
1853	158,700	254,280	412,980	22,764
1854	171,452	307,808	479,260	44,660
1855	194,356	338,792	533,148	25,624
1856	208,636	427,992	636,628	10,208
1857	224,400	309,172	533,572	16,028
1858	171,255	191,942	363,197	10,692
1859	139,057	184,304	323,361	5,308
1860	124,900	205,544	330,444	8,846
1861	Returns not yet published.			
1850 to '60	\$1,756,512	\$2,692,534	\$4,449,046	\$148,798

N.B.—Up to 1854, the "Trade and Navigation Returns" give the value on books entered at every port in Canada separately; after that year, the Reports give the names of the principal ports only, and the rest as "Other Ports." In 1854, the proportion entered in Lower Canada was within a fraction of a third part of the whole, and, accordingly, in compiling this table for the years 1855-60, the value entered in "Other Ports" is divided between Upper and Lower Canada, in the proportion of two thirds to the former and one-third to the latter.

* From the *Annual Review of the Trade of Toronto*, for 1860, we insert the following: "WHOLESALE STATIONERY AND BOOKS.—This branch of trade, the existence of which in its present distinct character only dates back a few years, has been prosperous during the past season, and is rapidly becoming an important item in the commerce of the city. The supplying of all the children in the country, at school, is an extensive trade in itself, not only with stationery but with school books, ranging from the primer to the classics. It will thus be seen that this is no unimportant trade; and Toronto is fortunate in possessing a number of establishments exclusively devoted to the business, which in point of energy and ability, are not surpassed by those of any other branch. The importations of books and stationery into Toronto, for three years past, are as follows:

	1858.	1859.	1860.
" Devotional Books	\$ —	\$28,773	\$100,350
" Books, periodicals, and pamphlets, ...	99,875	55,394	19,169
" Stationery	33,097	33,423	27,519

We also insert the following from the *Annual Review of Trade in Toronto for 1861*: "WHOLESALE STATIONERY AND BOOKS.—No change of material importance has taken place in this trade during the year. Sales have not been so large as were anticipated, yet they do not fall short of those of the preceding year. The depressed condition of the trade in the United States has caused a number of bankrupt stocks to be thrown into the market, at this and at other points, composed for the most part of a great deal of trash, leavened with a very little of really sound literature. American houses, hitherto reported as rich, have likewise held auctions and sold largely at very low rates. Notwithstanding this, however, the regular legitimate trade has not languished, and on the whole has resulted satisfactorily. Of the standard works of English literature there has been a fair amount imported, but the new publications, especially those from the American press, have been brought in very sparingly. The retail trade is in a generally healthy condition, and its character, especially in the country, is yearly improving. Other indications of quite as favourable a character are noted, and the trade must prosper with the progress of the country. The importations for the year of books are \$155,842 against \$149,419 last year—an increase of \$6,423. Of stationery the imports amount to \$28,765 against \$27,519 last year—a difference only of \$1,146 in favour of 1861."

† Dr. Russell, the admirable correspondent of the *London Times*, in a letter dated Toronto, February 1st, thus refers to this class of literature, which is silently circulated in numerous channels throughout Canada. He says, (referring to Hamilton): "A pretty custom house in cut stone, from which floated the Union Jack—the first I have set eyes on for many a long month—flanks the entrance from the railway station to the long straggling town, which but for that token might be taken to be in the United States. Indeed, the influence of the Republic extends some way into the dominions of Her Majesty. The people in the carriages were reading the paitry pictorial papers which do so much to deprave the taste of the Americans, and to unsettle their notions in perspective and in material forms, or were deep in the pirated editions of English works which constitute the staple trade of the mass of 'enterprising publishers.' The New York papers were the only journals hawked about for sale in the train. The sides of the carriages were covered with New York and Boston advertisements. Not a smack of Canada, in book, or print or journal, or trade, could be detected."

II. Papers relating to the Prevention of Crime.

1. EXTRACTS FROM THE REPORT AND SUB-REPORTS RELATING TO PRISONS & ASYLUMS IN CANADA.

MALDEN LUNATIC ASYLUM.

His Excellency in Council, on the recommendation of your Board, was pleased to authorize the expenditure of \$100 in books and pictures during the year; and I accordingly procured from the Department of Public Instruction for Upper Canada a select library of 176 volumes, 82 scripture object lessons, 9 maps, and a phantasmagoria magic lantern, with a complete set of astronomical diagrams, and a number of other interesting slides, as views, natural history, objects, &c. These have afforded an immense amount of amusement and instructive reading matter to the patients. Our library has latterly been augmented by a valuable donation of 63 volumes, from the humane and talented Superintendent of the Asylum at Toronto.

Among our Republican neighbours, if the Republic can still be said to exist, the public purse is seldom called into requisition to establish libraries, or furnish amusements for the denizens of public charities. Munificent private donations supply such wants; and extensive libraries, with independent library buildings, built and furnished in this manner, exist in connection with many of the American Asylums. How long will the wealthy citizens of my native Canada remain in the background? In our young country, the millionaire thinks the government should do every thing, and provide every thing.

THE PROVINCIAL PENITENTIARY.

An accident which might have been attended with lamentable consequences happened in the course of the year. This was a fire which broke out in the wood-drying house belonging to the Agricultural Implement shop.

This accident was, however, attended with a consolatory moral display; the good conduct namely of the prisoners, who not only took no advantage of the occasion to give trouble to their officers and keepers, but, being trusted to assist in extinguishing the fire, worked with a degree of spirit and praiseworthy energy to subdue the destructive element, which was at length mastered by them and by the firemen of the city, who had come to assist.

The Inspectors acknowledged the services of the prisoners, in an order of the day, and made a point of recording the facts in their Report, as a proof of what can be done with convicts, justly punished, it is true, by society, but regarded by too many as therefore incorrigible beings, any attempts to reform whom would be utterly futile.

A little experience of life, and a short study of penal institutions, convince the mind that all within the walls of a prison is not evil, neither is all without its limits good.

Repentance is a new birth of innocence, of which all men are capable.

The Inspectors are convinced that the penitentiary accomplishes two great objects of all penal institutions, namely: to punish and to deter. The third object to be had in view in establishing and managing such institutions: namely, reformation, is of much more difficult attainment.

The ministrations of the two Chaplains have been defined by more exact rules, and a system inaugurated for the fuller religious instruction of the convicts. As subsidiary to their religious training, and to increase the means of extending it, by a process at once easy and speedy in its operation, the Inspectors have also provided more efficient instruction in reading and writing, for those of the prisoners who have not these qualifications. Even this amount of knowledge, well applied, may greatly aid the Chaplains in the fulfilment of the noble object of their mission.

On this single basis of religion only can any system of Prison Reform be founded, and it is to the consolidation of that, that the Inspectors have mainly addressed themselves.

As to discipline, properly so called, it appears to be as perfect in the Provincial Penitentiary as it is possible to be made in a great Institution of this kind.

The productiveness of the labour of the prisoners should never be made in a penal Institution a question of primary interest. In order to make it so, we should, of necessity, sacrifice many things of infinitely greater importance to society.

During the year 1860, not fewer than 100 prisoners were constantly employed in various branches of labour, connected with the building of a Lunatic Asylum at Rockwood, a superb edifice, now nearly completed, the exclusive work of convicts.

The Library.—There is a general library in circulation among convicts of all origins and creeds, containing about seven hundred volumes. These are all highly interesting and useful works, and it is

to be regretted that many of them are so worn as to be nearly useless.

The usual practice here is to distribute these books once a month, taking from each convict the book he had before and giving him another. In this way, each convict would read a volume on the average of about four hundred pages per month, twelve volumes, or four thousand eight hundred pages in a year. Taking all the convicts capable of reading, seven hundred volumes, or two hundred and eighty thousand pages per month, or eight thousand four hundred volumes, equivalent to eleven hundred and twenty thousand pages per year. There is no record, as there ought to be, of the monthly distribution of books, a fact which leaves the above statement open to question, but it is believed not to deviate materially from the facts. Such an amount of reading, under any circumstances, could not fail of having highly useful results.

But here it has been most beneficial in making hours and days tolerable, if not pleasant, which otherwise would have passed painfully; in communicating a large amount of useful information and moral instruction; in quickening the taste for reading, and generally, in the improvement of the mental faculties.

Each convict woman has been supplied with books from the library, and the returns shew, as will be noticed further on, that they had improved the opportunity of reading good books to a very large extent.

The Religious Library.—If a man were a mere physical being, he would only need supplies for his animal wants; if he were a creature of mere intellect, all he would require would be knowledge, or mere secular instruction; but as man is a moral and spiritual being, having a religious nature, "for his soul to be without instruction is not good." That man has a spiritual nature is evident from the fact that intellect manifests itself no more distinctly in the power of thought, than the soul does in the power of conscience. It has been the misfortune of these prisoners that their moral and religious feelings were not cultivated when they were young. They were not taught or impressed with religious truth; they had no home-training in religion—in fact their souls were left in their infant state without proper food and treatment, and did not, in fair proportion to the body and intellect, "grow with their growth, and strengthen with their strength." The object here is to supply this want, to remedy this defect, and when necessary, to cultivate the mind with this end in view. To exalt the affections, to repress the passions, to strengthen conscience, to call out into life, from the grave of sin, the spiritual nature of man. Therefore they are taught prayers that they may offer them up, night and morning, privately in their cells, to God. Therefore they are encouraged to read their Bibles daily, to meditate thereon day and night; therefore are they thrice a week trained in religious worship; and, therefore, more especially are religious books supplied, "that their souls might not perish through lack of knowledge."

This year the Inspectors made a liberal appropriation of money for books, which has been applied for that purpose, partly in procuring Bibles, but chiefly in procuring other religious works.

Not a month passes in which several religious tracts and a religious book, are not given to every Protestant convict. Though there are not so many books as are required, still, during the greater portion of the year, if not the whole, the amount of reading has been equivalent to one volume, or about four hundred pages per month, among an average of five hundred persons. This is a large amount. Five hundred volumes of four hundred pages a month, is six thousand volumes, or twenty-four hundred thousand pages a year; or an average, for each convict, of fifteen pages per day, of religious reading. But besides this, many convicts have read the Bible several times through; others once; and others only portions of the Bible. Some have learned by heart whole chapters, others whole books of the Bible. Some can repeat many of the psalms. Some have learned by heart the whole Litany, most of the morning prayers, and scores of them have learned the whole catechism.

Some, that cannot read, have learned by heart the Creed, the Lord's prayer, and the commandments, by hearing them read in the Sunday service. And there is one who cannot read a word, and yet, when he came here, he knew every word of the catechism; it had been taught him orally by his mother. The mother's influence follows many an erring son into these walls, and is among the most potent instruments in reclaiming him from sin and crime.

The Society for promoting Christian knowledge in England, made the liberal grant, last May, of books to the amount of eighty dollars, to the Chaplain. These books have been of great use, especially to convicts adhering to the Church of England. During the year books to the value of one hundred dollars have been procured, free of cost, to the Institution. It is by this means, and this means only, that a fair proportion of religious reading has been supplied to the Protestant convicts. The Christian Knowledge Society merits great praise for its liberality, and the aged and venerable

Bishop of Toronto, for the interest he manifested in recommending the Chaplain's Memorial for that grant of books.

The School.—During the past year a great amount of good has undoubtedly been done to the convicts, through the instrumentality of the education afforded them. All who have no education can now attend school, and have the advantage within their reach, of learning to read, write, and cipher.

There is, however, still one class of men in the institution to whom the teacher can have, as yet, but very little access under present regulations, although admirably adapted to meet the wants of all the others. This class consists of those convicts who are, generally speaking, engaged on contract labour, and whose sentences are either a long number of years or for life. These men have no opportunity of getting to the day school, and, at present, it is deemed prudent not to let them out of their cells at night to attend the evening school.

As stated in my report for '59, the classes are frequently changed during the year, and so soon as it is found that some have learned to read sufficiently well, they are furnished with a book from the library and kept in the dining-hall the remaining portion of the hour allowed them to take their meals, where they have an opportunity for making some improvement, and their places in the classes filled up by others who cannot read. Sometimes a large class of thirty or forty is dismissed, and another formed to take its place; in this way, although all those destitute of instruction in the institution cannot, at the same time, be permitted to attend school, still every man may be reached in his turn, and with the following exceptions, which it is not in the power of man to teach here, I believe none who are allowed any time for improvement will ever leave without at least being able to read.

The exceptions to which I allude are the following:—First, those persons who are so old that vision is impaired to such an extent as to render letters imperceptible. Secondly, when the amount of intellect is so small as to be scarcely a remove from that of an idiot; and finally, when the person is so deaf that he cannot hear or understand the teacher but by actually shouting.

Admitting it an impossibility to teach such as I have just mentioned (and there are many such here), and also taking into account the difficulty of access to some of the men engaged on contract labour, it would almost seem incredible, and speaks highly for the convicts themselves, that, during the year now at a close, 76, who knew not their letters when sent to this Penitentiary, and some of whom are well advanced in years, have learned to read English; 17 French Canadians have learned to read French, 15 more are spelling that language well, and are now almost able to read. Two Italians, who did not know the letters of the alphabet when sent here, have learned to read their own language out of books lent them of my private property. Three have learned to read German; 46 have learned to write; 32 have learned to cipher; 400 have improved in reading; and I might add that nearly all have improved more or less in general knowledge, from reading the books distributed among them from the library.

There are many instances of the convicts sending to their friends, sometimes for books and sometimes for money to purchase them; others again who brought money with them when coming to the Penitentiary, instead of letting it remain in the office until going out, and keeping it for other purposes, have drawn it and purchased books through me, which is permitted by the Warden.

This evidently shows a disposition to improve mentally; and who can doubt, when a step is taken towards the improvement of the mind, that an effectual one may be taken towards the moral improvement as well.

It is a source of great pleasure to be able to report to the inspectors that, although I am alone and unarmed in the school-room with so many who, in the aggregate, may be considered the ignorant and depraved outcasts of the country, they observe the strictest order and decorum, and apply themselves to study with a zeal truly worthy of better members of society; and that they not only appreciate the privilege of getting to school for the purpose of improving both mentally and morally, but their desire for instruction seems to increase in proportion to the amount of knowledge they acquire. Indeed, during the last 21 years, in which I have been actively engaged in the art of teaching, and 9 of which have been spent in that avocation in the Provincial Penitentiary, where almost every amount of talent have come under my notice and direction, I recollect but few instances of persons making greater progress in reading, writing, and ciphering within the same limited space of time, than some of these attending the above classes.

REFORMATORY AT PENETANGUISHENE.

The Reformatory at Penetanguishene will long feel the effects of its auspicious beginning. The Reports of the two Chaplains contain several consoling facts, which, as good fruit already produced, give reason to hope for happy results hereafter.

Two facts related by the Warden are creditable both to the Institution and to the prisoners, and ought not to be omitted in this report.

One of the prisoners, employed for a short time without the enclosure, found a pocket-book on the road, containing papers and acceptances to the amount of \$525, of which \$25 were in bank bills. Without the least hesitation or delay, he carried the whole to the Institution and placed it in the hands of the Warden to be restored to the owner. Another, who had recently left the Reformatory, having obtained employment in a family found a sum of money which he immediately restored to his mistress to whom it belonged. The good lady lost no time in mentioning the circumstance to the Warden of the Reformatory, as an encouragement to persevere in his good work.

THE ROMAN CATHOLIC CHAPLAIN'S REPORT.

At my arrival I found seven young prisoners placed under my guidance, but the number has since increased to nineteen, the majority of whom knew neither how to read nor write; but, as a result of last year's instructions, all—with the exception of those who have arrived during the last three months—can read with tolerable facility. Their penmanship is neat, and they can work the rules of arithmetic, both simple and compound, with comparative accuracy. The more advanced have made considerable progress in the study of English Grammar and Geography. This progress is owing, I think, to the eagerness which, with one or two exceptions, they exhibit to acquire useful knowledge.

THE PROTESTANT CHAPLAIN'S REPORT.

Religious Instruction.—My daily public instruction in religion consists in reading a few verses from one of the Psalms or Lessons for the day, with generally a few short observations. Then, after prayers, all the boys who can read come up in classes with their Bibles, and each reads a verse, not as a common reading lesson, but as a daily remembrance of God's Word. I again take the opportunity of occasionally introducing a few brief observations, naturally arising from the passage read. Before I dismiss them from evening school, I read a few verses of the Bible, as in the morning, and conclude with the usual prayers. On Sundays, I have a morning service and sermon, and also evening prayers. I have also divine service on the evenings of Thursday.

Library.—The boys have the use of a small library of books; some entertaining, others combining instruction and amusement. These I give out once a week, and each boy is responsible for the care of his book till returned to me. They think much of these books, and it is very desirable that they should have a suitable place for reading them, and a place for their safe-keeping when not in use.

REFORMATORY AT ISLE AUX NOIX.

The Catholic Chaplain does not cease to deplore in his Report the effects of the bad early education of the unfortunate inmates of these institutions, but still cherishes a hope that he will be able to remedy, in a great measure, this fundamental evil.

As it belongs to the functions of the Inspectors to indicate the causes of crimes and misery, when they obtain clear views of them, this is no unfit occasion to remark on the terrible effects of the mendicancy carried on in cities by young children. The poor, whether they be young or old, are no doubt privileged to ask for bread; but, it is the duty of the charitable part of society who care for the salvation of souls, to provide that young children shall not, by the practice of mendicancy, contract habits of idleness and vagrancy, which, becoming inveterate, may lead them to vice and crime.

But it is not in the prison where the seeds of virtue are to be implanted in the first instance; no, the fitting, the natural place, is at the domestic hearth. Here it is that the most powerful, the most permanent and indelible principles are engendered, it is here, indeed, that the home-education, which is to shape our future life is first implanted, that makes or mars our fortunes. Chateaubriand asks: "Whence is it, that of all the recollections in existence, we prefer those which are connected with our cradle?"

The answer is easy, plain and satisfactory: the young mind is most impressionable, is easily fashioned to good or evil. It is well remarked by Jean-Jacques Rousseau: "Un jeune homme élevé dans une heureuse simplicité est porté par les premiers mouvements de la nature, vers les passions tendres et affectueuses; au contraire, les jeunes gens corrompus de bonne heure, sont inhumains et cruels: leur imagination pleine d'un seul objet se refuse à tout le reste."

These facts are so palpable that they allow of no dispute, and it is the more to be lamented that fathers and mothers are not sufficiently alive to the irrevocable, the holy obligations imposed upon all by an ever-watchful and overruling Providence.

In moments of adversity and, more so still, in those of prosperity, we are disposed to forget our duties, and only view things as they are presented at the moment; we forget that better times may be

at hand, or that cruel adversity may ere long forever blight our present favourable prospects.

THE ROMAN CATHOLIC CHAPLAIN'S REPORT.

The number of youths committed to my pastoral care is thirty-five. I regret to say the most of these unfortunate boys have been brought up in a very careless manner, imbibing, at an early age, the most pernicious habits. In some cases these have been acquired at home, and, as it were, directly from depraved parents, but in the greater number have resulted from evil associations and vagrancy.

THE PROTESTANT CHAPLAIN'S REPORT.

In secular instruction, the prisoners, with one or two exceptions, have made great progress; and it is pleasing to reflect that, in this respect, their incarceration here may, in their after life, prove to have been a great blessing. Few at their admission possess more than a very meagre amount of elementary knowledge; and to the credit of most it may be said that their painstaking efforts in intellectual improvement are deserving of the highest praise.

2. CRIME AND JUVENILE VAGRANCY IN TORONTO.

[From an important Charge delivered to the Grand Jury, by the Hon. Mr. Justice Hagarty, on the 12th inst., "On Crime and Juvenile Vagrancy in the City of Toronto," we make the following extracts]:

GENERAL COMMITMENTS TO JAIL.

As you may consider it a portion of your duty, as grand jurors, to visit and report on the state of the jail and prisoners there confined, I have thought it well to invite your attention to a few facts and figures collected from a brief examination of the annual reports for the last few years, as prepared by the governor, Mr. Allen, with his usual care and precision. The returns for seven years, from 1855 to 1861 inclusive, are before me. The total commitments for each year are as follows:

1855	1,416	1859	2,085
1856	1,967	1860	2,066
1857	1,906	1861	1,815
1858	1,941		

Our city population has not varied very materially the last few years, so that these figures may give us some idea of the state of our criminal statistics. The chief item in all these records is "Drunk and disorderly," as in last year that item was 1,314 out of the whole number of commitments. I have been very much struck by the rapid increase of female prisoners. In the first three of the years above mentioned, the number of females was always less than half that of the males. In 1858 the difference began to diminish. In 1859 the numbers were 965 women and 1,120 men. In 1860, the sexes were about equal—a difference of two only. Last year they stood: Females, 866; males, 949. The items of "Drunk and disorderly," in 1860, amounting to 1,487, shewed 836 females and 651 men; and the last year (1861) the same wretched item was 1314,—shewing 719 females and 595 men.

LARGE INCREASE IN FEMALE COMMITMENTS.

We thus find an enormous increase during the last few years in female commitments, and also that the women form a considerable majority of the multitude annually committed as "Drunk and disorderly." I am not about suggesting any probable cause for this increase, but the fact itself affords grave matter for reflection, inquiry, and exertion among social reformers. It may be well occasionally to present facts like these for public consideration. They point forcibly to the rotten spots in our social state, and must arouse the attention of all who feel an interest in the reformation of their fellow-beings, or in purifying the moral atmosphere of the community.

COMMITMENTS OF CHILDREN OF SCHOOL AGE.

But a fact if possible more painful stands out from these records of shame and guilt. We find a large number of children under 15 years of age annually committed to the common jail. Take the last four years, and we find the number thus:

1858	71	1860	153
1859	90	1861	73

Fathers and mothers who read these figures, may realize the probable aggregate of domestic profligacy or misfortune which has produced this amount of almost infant crime, and may appreciate the danger of vicious influences on these hapless children thus swept into the net of a common jail, just at the period of life when the young mind is as wax to the moulder's hand,—ready to receive all impressions, for evil or for good. In this city of 45,000 inhabitants, swarming with clergy and school-teachers of all denominations;

studded with churches and noble school-houses open to all the world;—we find this large number of mere children amenable to jail discipline as well as to jail contaminations. From the age of 15 to 20, we find the commitments amounting to 257 in 1861,—a formidable number of mere youths,—156 lads, and 101 girls, all in the early spring of life, at the age when the character is most surely formed for permanent vice or virtue.

FAILURE OF THE CITY SCHOOL SYSTEM TO PREVENT JUVENILE VAGRANCY.*

Few residents of Toronto can have much difficulty in ascertaining the class from which, from all human probability, their jail is recruited.† That we provide munificently for the education of all our youth, "without money and without price;" that we have amongst us a most admirably organized body of teachers, offering a very superior education to every one who will accept it; that the property of the city pays many thousands of pounds per annum to maintain this system;—is notorious to all. The grave question remains, whether this admirable system and heavy expenditure answer the end for which they were apparently designed.

NUMBER NOT ATTENDING SCHOOL IN TORONTO.

I find it stated by one of the oldest and most experienced of our school trustees—Mr. Henning—in a speech reported in the newspapers, that, by the late census, the school population of Toronto, of school age from 5 to 16 years, was 11,595. Of this number attending school, public or private, for some portion of the year, there were 8,818, leaving 2,777 of school age not attending any school. He adds, "That of this last number may probably be deducted 1,000 as employed at trades or work of some kind, and still there are 1,777 unaccounted for." And again: "How many of these children are engaged in vagrant or criminal pursuits? How many of them are growing up in idleness and ignorance, and thus on the road of sure guilt and crime?" Mr. Allen's jail report may be read in connexion with this. It exhibits out of this year's committals 640 prisoners unable to read or write. Making all reasonable allowances from Mr. Henning's estimate, it is beyond question that a vast number of children are growing up amongst us, infesting our streets, polluting the ears of passers-by, male and female, old and young, with blasphemy and filth,—rapidly qualifying themselves for appearance at police courts, and repeated imprisonments in jail or reformatory.

REFORMATORY OR OTHER SCHOOLS REQUIRED.

Two points are especially worthy of notice. First,—The proved impossibility of inducing this large body of vagrant children to avail themselves of the free education so generously pressed on their acceptance by the public; and, secondly,—The strong necessity that exists of providing some house of correction or separate place of confinement, where the seventy or eighty hapless children committed during a single year can find shelter, and probably reformation, under the gentle hand of judicious managers, instead of the necessarily rough discipline and contaminating associates of the common jail. In every town where poverty and intemperance prevail to any extent, it is always found next to impossible to get hold of that class of children most peremptorily requiring the softening influences of education. They undervalue the blessing offered to them, and continue their life of mischievous idleness. In Toronto, especially, the benefits of free education seem to be little appreciated. I find in the report of our school trustees a startling proof of this. The last year in which the rate-bill system prevailed, before the final adoption of the free system, was 1850. The population was then stated at 25,766. The average daily attendance at the common schools was 1,259. In the three next years the population is set down as increasing about 15,000; but the daily attendance was only increased by 106 in 1851, fell off again 1852, and rose 36 more in 1853. In 1858, the population is put down at the highest point yet reached, and the daily attendance was 1,937,—all these figures appearing in proportion to the increased population, as indicating a less attendance at the free schools than under the rate-bill system. In 1860, the latest year for which I have seen a return, the daily attendance had risen to 2,260. The large number attending the Roman Catholic separate

* The present common school law invests the Board of School Trustees in cities, towns, and incorporated villages, with the power "to determine the number, sites, kind and description of schools to be established and maintained in the city, town, or village." This comprehensive provision includes permission to establish schools specially for boys, girls, and coloured children, as well as high schools, denominational schools, &c. It has, however, never been acted upon in Toronto, so as to embrace the comprehensive system of schools for the city which was intended.

† EDUCATION OF PRISONERS IN THE TORONTO JAIL.—From a recent report of the Governor of the Jail, we learn that of the 949 males and 866 females confined therein from time to time during the year 1861, 296 males and 344 females could neither read nor write; 149 males and 246 females could read only; 432 males and 236 females could read and write imperfectly; 62 males could read and write well; but no females. Five of the males were reported as schoolmasters. There were 900 males and 786 females (or 1,686 in all) of intemperate habits.

schools since their establishment, about the year 1856, must not be overlooked in considering this portion of the subject.

IMPORTANCE OF AWAKENING PUBLIC INTEREST IN THE MATTER.

Every one connected with the administration of criminal justice must earnestly desire to see public attention fully awakened to this vitally important question. Every well-disposed inhabitant of the city of Toronto must naturally feel a deep anxiety that our noble annual provision for free education in our schools, should be made to act with some practical benefit on the great mass of vagrant children that frequent our streets—a present reproach—a future punishment to the society that leaves them unchecked and uncared for. It has often been remarked, that the chief difficulty in grappling with this our great social evil, rests on the fact that every person who ventures to point out a defect, or suggest a change, is at once denounced as an enemy of the cause of Free Schools and general education. No apprehensions of this kind should deter men who take any interest in the well being of those around them, from doing their duty, in dealing with facts so painfully brought under their daily notice. Every year's experience increases the number of those who fear, that the heavy sum paid by the ratepayers of Toronto for free schools, is applied chiefly to the teaching of those whose parents are perfectly well able to educate their children without aid from the public purse—and that the class chiefly requiring help—the seventeen or eighteen hundred who attend no school whatever, remain quite untouched and unaffected by our munificently endowed system of education.

NECESSITY FOR A HOUSE OF CORRECTION.

I need not do more than notice the strong necessity that exists for a House of Correction for juvenile offenders, committed for short periods of imprisonment. Improved jail accommodations may of course mitigate one present evil, the contact with hardened offenders, but a totally different system from that of mere confinement as a punishment is required in dealing with young criminals. Of the success of Reformatory prisons in general, we have most cheering evidence. A noble institution of Mettrai, in France, for the reformation of young criminals, has attained a world wide reputation. Recent enquiries prove that "of 1,646 young criminals subjected to its discipline and restored to liberty, only 85 had relapsed into crime, or as the French Minister of Police shews, 5.43 per cent. of the whole." In 1860, 11,808 English and Welsh boys were committed to jail. In 1860 the number had fallen to 6,765. In the same year 2,308 English and Welsh girls were committed, in 1860 there were 1,289, and high authority states that this decrease has commenced with the commencement of Reformatory action in the population. In Ireland an act substantially like the English Act (17 and 18 Vic. ch. 86) has also been introduced with excellent effect. Comparing 1858 with 1859, the juvenile commitments have fallen, as to boys, 30½ per cent., and as to girls, 9½ per cent., and in 1860, from 1859, 13 and 11 per cent. respectively. These figures are most cheering, and are calculated to encourage the efforts of those who believe that if men desire to reform and purify society, they must begin with the young.

EXCELLENCE OF VOLUNTARY INSTITUTIONS.

Several excellent Institutions have been established amongst us to endeavour to mitigate the acknowledged evils. Boys' Homes,* Girls' Homes, and Houses of Providence strive with small means and no legal powers to contend with the increasing array of vagrant or desolate children. Too much praise cannot be given to the philanthropic exertions of those who work for and in such Institutions.

It is neither my intention nor my desire to advocate in this place any particular scheme for meeting such a case, nor to urge the diversion of funds now used for one purpose to some other. I wish merely to invite your attention to the existence of evils—the mag-

nitude and danger of which it is as useless to ignore, as it is pernicious to leave unnoticed and unreformed.*

3. DEAF AND DUMB INSTITUTION, TORONTO.

From the recent report of the Committee of this institution, we gather the following interesting items:

"The number of pupils resident in the school was at present twenty-one, an increase of nine over the number at the last annual meeting. The number of day pupils remained the same, namely, six. The number of applicants had increased in Feb., 1861, to 86 at the present time. Nothing but the want of adequate funds stood in the way of these causes being provided for, and but very slight encouragement would, there could be no doubt, very largely increase the number of applicants. Within the past few months the Superintendent (Dr. Morris) had succeeded in commencing the instructions of the blind, and had now three girls and one boy under tuition. The progress they had made was a satisfactory proof of the capability of the teacher engaged in the instruction. The committee had sent Dr. Morris to Quebec to urge the government for additional aid, and the mission had so far been satisfactory as to secure the doubling of the annual grant, and would have obtained the use of the Parliament buildings had they not been subsequently required for military purposes. It was much to be regretted that this disappointment had occurred, for every day showed more forcibly the desirableness of buildings larger and better suited to the purpose than those now occupied by the school. The committee alluded to the fact that eight or nine years ago the Legislature voted \$80,000 for the express purpose of erecting an Asylum for the deaf and dumb and the blind in Upper Canada. This showed that Parliament was not only willing but desirous that something effectual should be done for these unfortunate classes. During the past year the superintendent, accompanied by the head-master and some of the pupils, visited and held meetings in several towns and villages. Much interest had been excited by the efforts of the Society, and a considerable sum of money had been paid over to the Treasurer. At Whitby the sum of \$37 35 had been realised; at Oshawa \$21 40; at Berwick \$7 73; at Brampton, \$36 94; at Rockwood \$13 67; at Guelph \$90 71; at Georgetown \$32 41; at Norval \$21 03; at Lindsay \$13 86; at Peterboro \$34 97; at Stewarttown \$23 78; at Bowmanville \$15 83; at Port Hope \$24 18; at Cobourg \$11 50.—Total, \$388 06. In addition to these sums various amounts had been since collected and sent in from other places previously visited by the deputation, in all \$324 82. Another very considerable sum had also been paid in, collected by the pupils of various Grammar, Union, or Common Schools. Thus, the pupils of the Union school, Port Hope, sent \$40; Norval school \$12 25; Berwick common school \$20 10; young ladies of Bowmanville Grammar School, \$13 60; Richmond-hill Grammar School, \$8; Hamilton Central School, \$97; Rockwood School, \$25 40; Grimsby Grammar School, \$10—Total, \$311 99. The following County Councils continued to evince their good-will towards the school by still voting money for the support of poor children within their respective bounds:—York and Peel, Simcoe, Norfolk, Wellington, Peterboro' and Victoria. The committee having incurred liabilities beyond their power to meet at present, trusted the clergy of all denominations would bring the matter before their congregations; and, in conclusion, desired to express their heartfelt gratitude to the Giver of all Good, not only for the general success and prosperity of the school, but especially for its exemption from the visitation of sickness, when almost every house in the vicinity suffered severely, particularly from the recent malignant and wide-spread epidemic of scarlet fever. From the Superintendent's report it appeared that there was a great want of accommodation in the present building. The impossibility of separating the girls and boys was a serious evil, and caused much trouble and anxiety. Notwithstanding the want of drainage in the yards, no serious illness to the Institution had been experienced. The conduct of the pupils had been very good. The progress of the Deaf and Dumb was satisfactory, and would have been much greater were there a resident male teacher. The education of the Blind, four of whom were now under the tuition of Miss Cody, was satisfactory. There was a scarcity of apparatus, however, but still their progress was solid. The Blind were learning music, but not yet geography. Soon a map of the Holy Land would be prepared for them.

* **BOYS' HOME, TORONTO.**—From a recent report from this interesting charity we learn that since the opening of the institution one hundred and three boys have been admitted; during the first year sixty-three, and in the second forty, the greater number of them very young and very small, almost incapable of doing any kind of work. But this ought not to be regretted while the funds of the institution can meet the increased expenses; for admittance at an early age may prevent an unfortunate acquaintance with crime and want, and produce earlier fruit, from the good seed sown. Nine boys have had temporary lodging and food supplied them until provided with situations; two out of this number were boys sent from the Bloomsbury School, they had been employed by farmers during the harvest; after the occupation ceased they were left to shift for themselves; being found in the streets in a state of destitution, they were brought to the "Home," from which place they have been provided with situations. Of the 40 boys admitted into the Home during the year, 9 are total orphans, 20 have lost one parent; 6 put in by fathers on account of drunken mothers; 5 by mothers on account of drunken fathers; 8 have been admitted in the last month. Situations have been obtained for 15 boys. Nine have been taken out by their parents. Two coloured boys have absconded.

* **Precedent of the Grand Jury on this part of the Charge.**—"The attention of the Grand Jurors has been directed in a particular manner to that portion of his lordship's charge which points out the intimate connexion between a defective school law and the progress of crime; and more especially to the fact that the school law is not adapted to meet the wants of the poorer class of the population for which gratuitous education ought to be provided. Between the two alternatives, on the one hand of erecting an expensive supplementary machinery of reformatories; and on the other, altering the defective school law so as to make it do the work for which it was designed, namely, educating the classes requiring gratuitous educational aid, the Jurors recommend the latter, especially in so far as it can be done with reference to cities, towns, and incorporated villages."

4. YOUTH AND CRIME IN MONTREAL.

The recent disclosures concerning the organized company of young burglars have startled the whole community, and will, it is hoped, awaken parents, guardians, and employers, to a sense of their responsibility for the training of the young. Yesterday the subject was again referred to in some of the churches. Rev. Dr. Taylor in a discourse on the first Psalm,—in which he depicted the characters of the righteous and the wicked therein alluded to,—said the manifestations of maturity in wickedness among persons so young had made a deep impression upon his own mind,—the more so, that some of the criminals had been attendants (irregular it is true) in Sabbath Schools and Bible Classes. He therefore besought ministers, teachers and parents, to make strenuous efforts to induce children to "flee youthful lusts." He affectionately counselled the young to be careful in the choice of companions—of the books they read—and of the places they frequented. Early companionships often have a fearful influence for evil, by enticing them into the broad road that leadeth to ruin. Too often the books read make stealthy inroads into habits and character, which avowed evil associates could not have accomplished. And there are places of resort in this city which should be sedulously avoided, as leading to the chambers of death,—drinking saloons and dance-houses,—the resorts only of those whom Satan seeks to lead captive at his will.

Parents cannot be too deeply impressed with the necessity of preventing their children from being out of their homes at untimely hours. Laxity in this particular appears to have had much to do with the cases which have brought so much distress into families.

Last night it appeared as if there were fewer young men on the streets, especially at some corners which have hitherto been places of resort on Sabbath-days.—*Montreal Witness.*

5. COST OF CONVICTS IN ENGLAND.

The expenditure at the convict prisons of England in the years 1860-61, amounted to £276,398. The average daily number of convicts being 7,665, this was rather more than £36 per prisoner. The value of the labor of the convicts was £105,364, reducing the cost to £22 6s. per prisoner. The aggregate value of the labor is kept down by the small amount earned by men in the stage of separate confinement, and by women, boys, and invalids. The expenditure, on the other hand, is raised by three items of charge to which ordinary persons are not subject—salaries and wages of officers employed in the manufacturing and labor department, clothing and other expenses on liberation, and gratuity to convicts, under which last head a large sum is paid in this country to Gibraltar and Bermuda convicts, brought to Millbank and Chatham before liberation; the outlay under these three heads constitutes about a seventh of the cost of the convict prisons. A man sentenced to four years' penal servitude, if exemplary during the whole period, would gain in $\frac{1}{4}$ years (the last nine months remitted,) £9 16s. 6d., but it is to be earned by downright hard work, and the amount would be at the disposal of Government for promoting the welfare of the prisoner on his discharge; it is usually paid in instalments.

6. BOYS AND BILLIARD TABLES.

An attentive correspondent, observing in the *Quebec Chronicle* an extract relating to the morality of Rochester with respect to billiard tables, sends us the law, as established in Lower Canada, which he thinks is not generally known:—

"The Consolidated Statutes of Lower Canada, 1861, cap. 8, sec. 2 and 3, provide that any person keeping a billiard table shall give a bond, with two securities in the sum of \$200, that no apprentice, school-boy or servant shall be suffered to play at the same, nor shall any person play a game for money."

The law in Upper Canada is not so guarded, inasmuch as the regulations governing billiard tables are left with the municipalities.—*Chatham Planet.*

7. PREVENTION BETTER THAN CURE.

There are both advantages and disadvantages resulting from the aggregation of large masses of human beings in populous cities. Among the latter is the circumstance that large cities are in general to a lamentable extent training schools for criminals. It is not our present purpose to enquire into the causes of this, or to ask why, as regards a given proportion of the population, the temptations to engage in a life of crime should be more powerful, and the counter-acting restraints more feeble, in cities than in rural districts. The causes might be easily set forth, but we wish to refer just now to questions of much more practical importance, viz., what remedy, if any, can be provided? What can be done to save from a career of crime and misery the hundreds of young boys and girls, who, in a

city like Toronto, destitute of proper parental care, are acquiring rapidly, almost by the force of circumstances, the character of confirmed criminals? How shall society be protected against the disastrous consequences of having in its midst a constantly growing "dangerous" class, imperilling the general security of life and property, and putting the community to enormous expense for the punishment and safe keeping of convicted offenders? It is a sound adage, that an ounce of prevention is better than a pound of cure. In this case it would be both better for society, and better for the class who would be saved from becoming criminals. All are ready to admit this. The only difficulty is to determine what are the best preventative measures to be adopted. One of these measures is the establishment of Boys' and Girls' Homes, such as the excellent institutions of this kind which we have in Toronto. But this, though undoubtedly a step in the right direction, meets the evil only to a partial extent. The voluntary benevolence and voluntary effort of a few of our citizens who have means and time and inclination to labour for the public weal in this department of exertion, will produce good results, so far as they go, but results far from reaching the whole requirements of the case. The amount of benevolent exertion, which is directed into this channel of labour, is far from being sufficient to provide shelter and education for all the young outcasts whom it is desired to save from a life of criminality and a death of shame. But, even were its amount much greater than it is, mere voluntary benevolence, unsustained by the authority of the law, is comparatively powerless. Its ability to do good by the reclamation of juvenile delinquents is, in the very nature of the case, limited. Is it possible then, without any relaxation of these benevolent efforts, to supplement them with some still more effectual remedy? The experience of some cities in the United States points to an answer in the affirmative. In Boston, for some years past, the Truant Law, with "Truant officers appointed to carry it into execution," we are told, has been very efficacious in preventing juvenile vagrancy from developing into adult vice and crime. It is found that the ranks of criminals are recruiting mainly from the class of neglected children, who, not attending the common schools, run unrestrained about the streets, and become apt proficients in the school of vice. Growing up without intellect and moral education, they are rapidly educated by mingling with vicious associates, in the art of preying upon society, and soon graduate into fitness for becoming inmates of the gaol and the penitentiary. Some of these may be persuaded, by the Manager of the Boys' and Girls' Homes, with the consent of their parents, if they have any, to enter those institutions, but the accommodation for them is limited, and, even were it ample, many of these children will prefer the wild freedom of the streets to a life of restraint. In Boston, it is the duty of the "Truant Officers" to visit every school in the city to learn who are the truants, and then to visit their parents or guardians, urging or compelling them to keep the children regularly at school. If mere persuasion will not avail, the child is brought before a judge, who has the power of temporarily committing it to a place of detention. The system, we learn, has been attended with the best results, in diminishing the amount of juvenile crime. In Brooklyn, also, for the last four years there have been "Truant Officers" in connexion with the Police establishment of that city, and the result has been very satisfactory. In New York the same system has been introduced within the past year, and its good effects are already seen in the diminution of crime among the young. Might we not with advantage take a leaf from our neighbours' book in this matter? If we do not copy their exact system, we may derive from it confidence to try in some way or other the virtues of legal compulsion, and legal provision for the reclaiming of juvenile outcasts, as supplementary to the efforts of voluntary benevolence, which, from the circumstances of the case, can only be partially successful. The question has occasionally been before the House of Assembly, but as yet no practical scheme has been put in operation, having for its object the taking of these neglected children off the streets, and placing them under wholesome influences, which will give them a chance of growing up good and useful members of society. The Legislature could not more profitably devote a portion of its time, than in maturing and providing for the effectual carrying out of some such scheme.—*Globe.*

8. COLONIZATION BY CHILDREN.

In the United States, we believe, there is a society called the Children's Friend, or some similar name, whose object it is to pick up the younger outcasts from the streets of the great cities, and to send them to the agricultural districts, where they are apprenticed to farmers or other persons requiring such help as they can afford. It is evident that no more benevolent process could be set in operation. Throughout the more newly-settled parts of the continent there was a large demand for labor of all kinds, and if young hands can be found to do the lighter work, it releases stronger muscle for

heavier labor. There is, moreover, hardly any position where the child taken from the streets is so thoroughly removed from the temptations of old associations, and placed under such control, as he is when at service in an isolated farm-house. There is, of course, the occasional risk of ill treatment, if the little laborer falls into brutal hands; but generally industrious men and women are not brutal, and the chances of a child meeting with those who are so is infinitely less in a life of honest industry than in a hap-hazard career of idleness and crime. The employer's interest, in a country where it is so hard to find labor, is to attach the laborer to him, and whatever chance may be left, in spite of these considerations of starvation and blows may be lessened by some system of inspection. The great facts, however, stand out, that there are idle and very mischievous hands in large numbers, and attached to very hungry and uncomfortable bodies; that simultaneously there exist many employers with wholesome work to give, ready to feed, lodge and pay those who do it; but that these two classes so necessary to each other are too wide apart to be mutually serviceable. This is as true of the British possessions as of the United States, though our large cities are chiefly on the other side of the Atlantic; but undoubtedly there are thousands of children in the British Isles, who, if they remain there, will become paupers or worse, but who might be at once provided with homes in Canada, if they could only be brought into contact with men who would gladly receive them. We are not of those who cry out for Government to do everything. We have, indeed, a great distrust of Government—of any Government—for any useful purpose besides its own business of governing, which we believe has an infinitely narrower scope than is generally understood; but we think that if the matter could be fairly brought under the notice of some of those British philanthropists, who exert themselves for the promotion of Ragged Schools and similar institutions, they would find in it a channel by which to obtain relief from some of the greatest embarrassments of their laudable enterprise.

III. Papers on Youthful Education & its Effects.

1. EDUCATE YOUR CHILDREN NEAR HOME.

So much has been said and written upon the education of the young, as to make it evident to my mind that there can be no higher nor more solemn charge, than to preside over the development of immortal powers. And yet, notwithstanding the sacredness of the trust, and the sad effects resulting from its betrayal or neglect, it is amazing with how little consideration parents send their sons and daughters to distant schools, simply perhaps because recommended by strangers as the most popular and flourishing, and as being supported by the rich and influential. How many parents have taken their children from institutions which were worthy of trust and patronage, and where their young minds and hearts were slowly yet safely opening and expanding under the best and purest of influences, and have conveyed them to genteel and fashionable boarding schools, that they might be sacrificed at the shrine of fashion; or that they might obtain a few vain and useless accomplishments, at the expense of artlessness and simplicity, of true mental improvement and moral rectitude. No wonder, therefore, that we hear the giddy young maid in her early teens, soliloquizing in this manner: "If I go to some large city and receive a 'degree' in some distinguished seminary, I may not gain more knowledge, but I shall gain what is of more importance, distinction in the eyes of my associates, and my manners will become more refined by mingling with the higher circles of society."

Oh! ye mothers of a Christian land, one would think that you must shudder at these outbursts of girlish folly and vanity, and place the buckler of motherly sway between your darlings and the allurements of that vain world for which they are longing. But alas! instead of this, the fond mother too often hails these intimations as the beginnings of an aspiring ambition, and, persuading herself that she ought to sacrifice every selfish consideration for the well-being of her children, sends them away from home into untried scenes, to be nourished in the bosom of mercenary strangers. In the meantime the instructors who have been setting the germs of knowledge in the youthful mind, are repaid with neglect and unthankfulness, and deprived of the reward of their tender cares. They have implanted the seeds that others may gather the fruits, or perchance, by pernicious precepts, wither the fresh hopes of youth. When, from a love of novelty, an appetite for eminence and superiority, haughty pride, or a weak indulgence to the uneasiness or perverseness of youth, parents withdraw their patronage from institutions whose claims to confidence and support have been fully confirmed, they perhaps strike a death-blow at the very root of a noble enterprise, and paralyze the powers of an ardent and generous mind:—

"A pebble on the streamlet scant
Has turned the course of many a river;
A dew-drop on the tiny plant
Has warped the giant oak forever."

The farmer, when he prepares the rugged soil for the admission of the tender plant, and watches its progress from day to day, is even then rewarded by a foretaste of the natural fruitage. But tell him that he is only to enjoy the early blossoms of the grain and fruit; that another will garner up the golden harvest, and sit in the shade of the vine his hand has trained and cultivated; will not his arm lose its vigor, and the hopes of his energetic mind become prostrated, and the honest God-like principle of exertion be wholly destroyed? Think you, then, that they who work and toil in the weedy, stubborn soil of the intellectual field need less encouragement to give them faith and vigor in the tiresome task? What indeed is physical toil, compared with the intense mental exertions put forth by the conscientious, faithful teacher?

Think of these things, then, parents and guardians of youth, and cheerfully give your aid, sympathies and counsel to the deserving instructors of your children.—*Wisconsin Journal of Education.*

2. THE RESULTS OF WORLDLY TRAINING.

"But before the second year of this gay life expired, Gertrude was a severe sufferer from violent cold, and was for some time confined to her room, though she persisted in regarding so much care as both unnecessary and irksome. Her fond mother supplied her with all the gossip and news she could collect, and always took care that some lively novel lay at hand to cheer her spirits if she happened to be left alone; and Blanch, though kind and attentive, felt it no particular cause for regret that she had the field of display entirely to herself for a time.

"It is surprising how much the health of the physical system is supposed capable of enduring amidst variations of temperature, excitement and fatigue, in the pursuit of pleasure; while in the same individuals, it is threatened with utter prostration before a shower on the way to public worship, the risk of infection among the sick poor, or the head-aching tendencies of profitable study. In Gertrude's case, however, too much had been presumed in the calculation of bodily strength, and she did not shake off the effects of indisposition, but was removed to the drawing-room, and allowed to receive visitors long before it was deemed prudent to permit her to leave home.

"A visit to a fashionable watering-place was then supposed to have effected complete restoration, and again, therefore, Gertrude, more beautiful than before, was seen mingling in the gay world, and eagerly seizing on every amusement that came within her reach. Her parents flattered themselves that she was well, though not strong; but wiser heads were shaken with admonitory warnings, when, as too often happened, her sweet voice could not sustain its usual part in the song, nor her light figure flit as untiringly through the mazes of the dance. Often, concealing under a smile the vexation and disappointment she felt, she was compelled to retire from scenes of exciting pleasure to the quiet of her own room. Then an epidemic disease prevailed in the neighborhood, and, predisposed by weakness of body and irritability of mind, poor Gertrude was among its earliest victims.

"Now, to her deep dismay, the fond mother, so able and willing to contribute to the triumphs and pleasures of her children in life and health, was useless beside the sick-bed, when positive danger had awakened the fears of conscience. She sought to soothe the restless mind of the young sufferer, by assurances of her good and amiable qualities, the innocence of her life, and the certainty that she had never deserved the displeasure of the Almighty. But Gertrude knew better than that. As the world seemed fading away, and no foundation remained to uphold her sinking steps, all was dark, and she turned impatiently from the false hopes that ignorance offered for her consolation. She wanted something, but she knew not what to ask for.

"The progress of the disease was rapid, and between the attacks of delirium, rejecting every suggestion that pitying love could invent to cheat her into the hope of recovery, or calm the terrors of death, she begged to see Agnes Latimer. 'Send for her,' she said, impatiently, 'she knows about a Friend in heaven.'

"And it was not long before Agnes stood there, gazing on the restless form and wandering looks of her lovely cousin; but she never knew if she were recognized. She spoke of Jesus, she whispered the sweet message of his love to sinners, and prayed her own prayer to the Friend in heaven; but Gertrude spoke no more, and that night, while her attendant watchers, exhausted by sorrow and fatigue, had yielded to overpowering sleep, the spirit of Gertrude Fielding passed silently away; and when they roused themselves to note the hour, and looked upon their charge, behold, death had set his seal on her faded brow. The one event that happens to

all, had happened in the spring-time of life to the beautiful one, on whose tomb no more suitable inscription could have been engraved, than, 'A lover of pleasure more than a lover of God.'

"What the mother felt, who had prepared her child for any lot rather than that which befel her, it is not possible for another to know; but the disappointment of every hope with which she had cherished her through life must have been her bitter portion. In such an hour, how deeply is that parent to be pitied who has lavished her love and care on the external form and temporal interests of her child, when in the mysterious dispensation of an early death, she had nothing left of the loved one but a corpse! Oh, how different the feelings of faith and hope, which follow the departing spirit, when God and Christ, heaven and home, are so associated with its earthly history, as to afford just right to appropriate the apostolic consolation concerning 'them that sleep in Jesus'!"

"It was, however, quite possible for Mrs. Fielding, after time had subdued the keenness of her grief, to talk sentimentally of her 'transplanted flower,' and of 'escape from the vicissitudes of life;' but the solemn lesson that ought to have been impressed on the domestic circle, the warning to young men and maidens, to remember the uncertain tenure of that frail thing called health, and the certainty of a like summons at some unknown time to each and all, was avoided as a too painful theme. In a few months the younger members of the family moved and lived as before, and Mrs. Fielding thought it her duty to recal the thoughts that often wandered to her daughter's grave, in anxious remembrance that her other children must be brought forward, and made to attract and please as their sister had done before them.

"Alas! whither was her flower transplanted! To what purpose was escape from the changes and chances of this mortal life, unless the soul had sought pardon and peace through the blood of the Lamb, and the Eternal Spirit had ripened the bud of grace to adorn the paradise of God?"—*From the Mother's Mission.*

3. THE VIRTUE OF CHARITY.

Thomas Guthrie, D.D., in a series of articles on "The Religion of Life," writes thus beautifully of this beautiful attribute of human nature:—

While there is no class more tender-hearted than physicians, I have observed that people who live amid their comforts, and are seldom brought into relationship with suffering, are apt to grow selfish. In such circumstances our nature, like a single tree that stands out in the open field, grows dwarfed and gnarled. Indeed, just as without sin the character of God had not been fully developed, nor shone forth full-orbed—merciful and gracious, as well as great and holy, it is difficult to see how, without the presence of suffering, helplessness and poverty, our nature could have been brought out in some of its most attractive aspects. Sympathy with suffering, as well as our sense of what is right and wrong, separates us by an immeasurable distance from the lower animals. It presents one of the truest and noblest characteristics of humanity. The pampered dog never turns a piteous eye on some lean and hungry and houseless fellow: but, growling at his approach, and rushing open-mouthed to the assault, drives him from the door. It is fellow-feeling, not mere feeling, that raises a man above a beast. It is that which allies us to the angels, who take a lively interest in mundane affairs, and, watching the struggle between good and evil, fill heaven with joy as often as the battle goes for Christ, and a sinner is saved. And those gentle sympathies and kindly feelings which the abodes of poverty awaken, are means whereby the Spirit of God softens us—moulding the plastic heart into the likeness of that blessed Saviour who is "touched with a feeling of our infirmities," and of that blessed God who is "very pitiful and of great mercy."

The hammer and iron are both hardened by the same stroke. So is the heart that, denying pity, does a cruel thing, and the heart that denied suffers it. But acts of kindness improve the *morale* both of him who gives and of him who gets. Indeed, it is both a sad and a lightsome thing to visit the dwellings of the poor. It clears our sky of vapors. We return more contented and happy—much stouter to endure the petty troubles of our own lot, seeing how comfortable our circumstances are compared with those of others, and how many would be glad to exchange condition and cup with us.

Next to peace with God, through our Lord Jesus Christ, there is no higher happiness on earth than lies in making others happy, nor is man ever so gracious and God-like as when shedding brightness and blessings around him. There is no flower in gay parterre so beautiful as the roses that grow on an orphan's cheek—no sunshine like the smile of a happy face—no sound of woman's voice, or lute or harp of sweetest strings, so full of music as the singing of a widow's heart—no jewel on queenly brows so brilliant as the tear in eyes we have lighted with gratitude and joy. Yes—it is more

blessed to give than to receive; and these beautiful lines apply as well to charity as to mercy:—

"It droppeth as the gentle rain from heaven
Upon the place beneath. It is twice blessed.
It bleaseth him that gives, and him that takes.

4. MEN BORN TO FAME.

One would scarcely have expected to find the birth-place of the builder of the Menai Bridge and other great national works, in so obscure a corner of the kingdom, (Eskdale.) Possibly it may already have struck the reader with surprise, that not only nearly all engineers are self-taught in their professions, but they are brought up mostly in remote country places, far from the active life of great towns and cities. But genius is of no locality, and springs alike from the farm-house, the peasant's hut, or the herd's shieling. Strange indeed it is that the men who have built our bridges, docks, light-houses, canals, and railways should nearly all have been countrybred boys; Edwards and Brindley, the sons of small farmers; Smeaton brought up in his father's country home at Austrope; Rennie, the son of a farmer and freeholder; and Stephenson brought up in a village, an engine-tender's son. But Telford, even more than any of these, was a purely country-bred boy, and was born and brought up in a valley so secluded that it could not even boast of a cluster of houses of the dimensions of a village. Telford's father was a herd on the sheep-farm of Glendinning.—*Lives of the Engineers.* By Samuel Smiles.

5. WHAT SEVENTY BOYS BECAME.

Many people begin the education of their children with an exhibition of toys, marvellous tales, silly romances, and wind up with the circus and theatre. The degrading influence and sorrowful consequences of this mode of education will be best illustrated by stating a few facts that have passed under my own observation. So far as my memory goes, about thirty boys, educated in this way—i. e., in contempt of all useful knowledge and occupation, spent their days in reading novels, the lives and confessions of pirates and murderers, &c., and their nights in the streets, dram-shops, gambling saloons, circus and theatre—at the age of forty-five, one had been hung for murder, one for robbing the mail, and three as pirates; five died in the penitentiary, and seven lived and died as useless vagabonds about the streets; three were useful mechanics, and the fate of the remainder is unknown.

Of about forty educated with me by a really moral and scientific teacher, under the old foggy Puritanic system of restraint, as it is now called by Young America, at the age of fifty-five one was a member of Congress, one judge of the Supreme Court, two judges of the Circuit Court, three physicians, five lawyers, fourteen were dead, and of the remainder farmers and mechanics, and so far as known not one of them ever was called before the bar of his country on a criminal charge, and they all had comfortable homes, except two or three, and every one was passably respectable.—*Dr. Edward Lawton.*

6. THE TOOLS GREAT MEN WORK WITH.

It is not tools that make the workman, but the trained skill and perseverance of the man himself. Indeed, it is proverbial that the bad workman never yet had a good tool. Some one asked Opie by what wonderful process he mixed his colors, "I mix them with my brains, sir," was his reply. It is the same with every workman who would excel. Ferguson made marvellous things—such as his wooden clock, that accurately measured the hours—by means of a pen-knife, a tool in everybody's hand, but then everybody is not a Ferguson. A pan of water and two thermometers were the tools by which Dr. Black discovered latent heat; and a prism, a lens, and a sheet of pasteboard enabled Newton to unfold the composition of light and the origin of color. An eminent foreign *savant* once called upon Dr. Wollaston, and requested to be shown over his laboratory, in which science had been enriched by so many important discoveries, when the doctor took him into a study, and, pointing to an old tea-tray on the table, containing a few watch-glasses, test-papers, a small balance and a blow-pipe, said: "That is all the laboratory I have!" Stothard learnt the art of combining colors by closely studying butterflies' wings; he would often say that no one knew what he owed to those tiny insects. A burnt stick and a barn door served Wilkie in lieu of pencil and canvass. Berwick first practised drawing on the cottage-walls of his native village, which he covered with sketches in chalk; and Benjamin West made his first brushes out of the cat's tail. Ferguson laid himself down in the fields by night in a blanket and made a map of the heavenly bodies by means of a thread with small beads on it, stretched between his eye and the stars. Franklin first robbed the thunder-cloud of its lightning by

means of a kite made with two cross-sticks and a cross handkerchief. Watt made the first model of the condensing steam-engine out of an old anatomist's syringe, used to inject the arteries previous to dissection. Gifford worked his first problem in mathematics, when cobbler's apprentice, upon small scraps of leather, which he beat smooth for the purpose; while Rittenhouse, the astronomer, first calculated eclipses on his plow-handle.—*Smiles' Self-Help.*

7. INVENTION OF THE SPINNING JENNY.

The following beautiful anecdote is related of Hargraves, the inventor of the Spinning Jenny:—

The invention had long engaged his attention, when one day he was observed to drop suddenly upon his knees, and roll upon the stone floor at full length. He lay with his face toward the floor, and made lines and circles with the end of a burnt stick. Then he sat upon a chair, and placed his head between his hands, and his elbows on his knees, and gazed intently on the floor: then he sprang to his feet, and replied to some feeble question of his wife—who had not risen since the day she gave birth to a little stranger—by a loud assurance that he had it; and taking her in his sturdy arms in the blankets, the baby in her arms, he held her out and held her over the black drawings on the floor. Those he explained, and she joined a small, hopeful, happy laugh, with his high-toned assurance that she should never again toil at the spinning-wheel, that he would never again "play" and have his loom standing for want of weft. She asked some questions, which he answered, after seating her in the armchair, by laying her spinning-wheel on its back, the horizontal spindle vertically, while he made the wheel revolve, and drew a roving of cotton from the spindle into an attenuated thread. "Our fortune is made," he said, speaking of his drawings on the floor. "What will you call it?" asked his wife, "Call it? What an we call it after thyself, Jenny? They called thee 'Spinning Jenny' afore I had thee, because thou beat every lass in Stanehill Moor at the wheel. What if we call it 'Spinning Jenny.'"

IV. Biographical Sketches.

No. 7.—ANDREW STEVEN, ESQ.

Andrew Steven, Esq., President of the Gore Bank, Hamilton, died at his residence on the 12th December. The deceased was born in Girvan, Ayrshire, Scotland, in March, 1798, and was consequently in his 64th year. In the year 1819 he came to Canada and was engaged for three years as a clerk in the office of Boulton and Proudfoot, Toronto. In 1822 he removed to Dundas, where he remained for about nine years engaged as a merchant, and subsequently as agent of the Bank of Upper Canada. He then removed to this city and continued the agency of the Bank of Upper Canada until the formation of the Gore Bank in 1835, of which institution he was appointed Cashier. Mr. Steven held this office until the death of the former President, Colin C. Ferrie, Esq., in 1856, when he was elected President, an office he continued to hold until the hour of his death.

During the period embraced in the above brief sketch Mr. Steven witnessed the rise and progress of Hamilton from an insignificant village to that of a prosperous and enterprising city, and his position as a banker rendered him familiar with the early struggles of many who have since achieved success in commercial pursuits. He delighted to revert to the early history of this part of the country, and few were more able than he to give a graphic and entertaining account of the progress of Hamilton and its citizens. For the past twenty-seven years, his life has been devoted to the interests of the Gore Bank, an institution formed under his hand and guided through many troublous and critical times by his able management. Indeed it may be said that his faithful and too scrupulous adherence to the duties of his office hastened his dissolution, for he was a man of vigorous constitution, apparently hale and hearty, and if he indulged in necessary relaxation his life might possibly have been spared for some years.

Though a man who studiously eschewed all interference in public affairs, having scarcely ever been known even to cast his vote at a municipal or parliamentary election, he was a keen observer of current events, and his opinion of public men and policy was invariably characterised by sound judgment and an enlightened understanding. His extreme reluctance to be identified in any way with what is called public movements might be almost said to have been a fault, but his short-comings in this respect were amply atoned for in his faithful devotion to the duties of his office and his quiet and unostentatious charity, of which many instances could be quoted by the writer. As a man of business he was prompt and energetic. The peculiar relations of a confidential character which necessarily grew up between the manager of a bank and its custom-

ers were scrupulously respected by him, and none ever had occasion to regret following the sound advice which his matured experience enabled him to give.—*Correspondent of the Leader.*

No. 8.—COLONEL BOURCHIER.

Colonel Hugh Plunkett Bouchier, Town Major and Commandant at Kingston, died early on Friday morning at his residence on Point Frederick. From the severe shock which his system had received, his death was not altogether unexpected, although it has taken many by surprise, and has affected all who knew him with sorrow and regret. In the course of a long residence in a military capacity here, Colonel Bouchier has been intimately connected with the concerns of the city, he was brought into contact both officially and socially with the people of Kingston, and his urbanity of manner and careful consideration for others gained him many friends. Indeed, he spared no pains to gain the good will of every one. The deceased Colonel came to this city on receiving the appointment of Town Major in 1839, but he had been previously stationed in Kingston for a short time with the 93rd Regiment, in which he held a Captaincy. Colonel Bouchier's military career was begun in 1814, in which year he attached himself to the 23rd Regiment of Royal Fusiliers, maintaining his connection with that corps until 1837, when he joined the 93rd regiment, and during the two years that he remained with it was stationed at Halifax, Toronto, and Prescott. While in the Fusiliers he saw service on the Peninsula, and when in the 93rd took part in the suppression of the Canadian Rebellion; but during his occupation of the office of Town Major in Kingston his duties were pacific and in keeping with the times. He was made a Brevet Colonel in 1859, and held besides a Provincial colonelcy, by being appointed to the command of the Active Militia Force in Kingston. At his death he was 62 years of age, and he leaves a widow, a grown up son, and four daughters.—*Kingston Daily News, Jan. 25.*

No. 9.—MR. C. B. CLANCY.

Mr. Cornelius Bailey Clancy, proprietor of the *Norfolk Messenger*, died on Saturday the 14th Dec. Mr. Clancy was born in Mitchells-town, County of Cork, Ireland. He emigrated from Ireland in 1833, and came to Toronto. There he was apprenticed to the Printing trade, to George Gurnett, the late well-known Police Magistrate of Toronto, who, at that time conducted the *Courier* newspaper. Mr. Clancy first became a resident of Simcoe in 1848. He was then induced to take charge of the mechanical execution of the *Long Print Advocate*, which he managed until the establishment of the *Norfolk Messenger* soon after.

V. Papers on Natural History.

1. INHABITANTS OF THE OCEAN.

Take up a pinch of the soil over which lies 2,500 fathoms of seawater, submit it to a microscope, and behold! though it looks and feels like fine clay, it does not contain a particle of sand, earth, or gravel. Every atom under the lens tells of life and living things; the bed of the Atlantic is strewn with the bones and shells of the myriads of creatures inhabiting its waters—creatures so numerous that figures fail to convey an idea or the mind to embrace their vast profusion. The navigator traversing the blue sea sails for days in a fleet ship, through waters so thickly covered with small pulpy sea-nettles, or medusae, that it looks to him like a boundless meadow in yellow leaf. The savant, following on his trail, places a single one of these sea blubbers under a lens, and in one of its nine stomachs finds 70,000 flinty shells of microscopic diatomaceae, one of the many animalcule of the sea. Thus each creature in these thousand square leagues of medusae was sucking from the sea millions of these diminutive creatures, and ejecting their shells, to fall, in a gentle yet perpetual shower, down to the bed of the ocean; and there in time form strata of silicious or chalky matter, for future geologists to ponder over. And remember that upon these medusae prey legions of bigger creatures, and that into these helpless colonies sails the huge whale with cavernous mouth and gulps down as many of them at every feast as they do of the minute diatomaceae.—*Blackwood's Magazine.*

2. GREGARIOUS HABITS OF FISH.

The fact that fish herd together in great flocks or nations seems now to be well established. All the inhabitants of the great deeps, from the mighty whale down to the tiny minnow, live in what may be termed colonies. Thus we have the term "a school of whales," we have also the young salmon in shoals, each year's growth in sep-

arate companies, and every fish as local in its dwelling-place as men are; we know, too, that the herrings live also in nations which arrive at maturity in vast groups at different periods of the season. The same laws govern the crustaceæ. Persons who deal in shell-fish can easily tell the different localities from whence they derive their supplies. A Scotch lobster can be readily distinguished from a Norway one; and a "native" oyster differs considerably from a "scuttle-mouth." These are all points which ought, long ago, to have led to a better understanding of the natural and economic history of fish. This ignorance has well nigh ruined our most valuable fisheries. We have been trading for years in the belief that the supply was inexhaustible, and are but beginning to find out that it is even possible to exhaust the sea. The German Ocean has been so long the fishing-pond of Europe, that we can scarcely wonder, considering the wealth that has been drawn from its depths, that its supplies are beginning to fail us. There can be no doubt, however, that other sources of supply will be discovered; if so, we can only hope that some method will be observed in harrying the nest, in order that the supply may be made to go as far as possible.—*The London Review*.

3. NEW HUDSON'S BAY ANIMAL.

The captain of a whaler from the Shetland Isles has lately discovered an entirely new amphibious animal. It belongs to the mammifera, is shaped somewhat like the *tamanti*, *mānatere*, and *dugong*, those singular tropical animals which form the link between the hippopotamus and the purely aquatic mammals; has paws like the bear, and, anomalously enough, eight of these, which spread out in the water, disclose webs between the fingers; a triple eyelid, like the crocodile, and a voice described as very plaintive; it spends its days on land, its nights in the water, and is thus invisible during the whole period of Arctic darkness. The captain has brought his prize to Shetland. It lives on seaweed and thrives heartily.

4. A WONDERFUL DOG.

At Aldershot camp there is a large spaniel belonging to a sergeant in the Royal Artillery, who has been taught by his master, in the tedious days of camp life, to perform tricks that are almost marvellous. The dog is perfect in his drill, marching slow, quick, and at the double, in obedience to the word of command. After he had been put through his paces, his master called him up and asked his opinion of the various regiments on the ground. Were the Plungers the best corps?—no signs of approval. Were the Forty-second foot?—silence on the part of the dog. After going over half dozen names, the master asked, exactly in the same tone as that in which he had put his previous questions, the dog's opinion of the Royal Artillery. He instantly burst out into joyous barking, jumping about and rolling. The sergeant then called for three cheers for the King of Prussia—no sounds; three cheers for the King of Naples—a low growl; three cheers for the Emperor of Austria—silence again; three cheers for the Queen of England—such a volley of resounding barks that echoed again.

5. THE SNOW BIRDS.

Where do the snow-birds come from and where do they go? That is a question put by a friend who has been observing the movements of these little winter wanderers of the feathered tribe. He says a dozen or so of greyish white, brown, dear little beauties will come tittering and chirping for a few moments about the yard or near the door of a friendly kitchen, and then away they go. The sky—before cloudless—darkens, and soon the flakes fall thick and fast.—Search for them, the yards—the woods—the swamps, but you fail to discover one of the little prophets. The falling mercury in the barometer indicates that a storm of some kind is near, but the presence of snow birds presages a snow storm always. This winter the snow birds have been particularly zealous in giving their timely warning of the snow storms which have followed one another so rapidly, and have thus kept the highways so nicely covered for the convenience and pleasure of man.

6. THE GREAT PYTHONESS AT THE ZOOLOGICAL GARDENS, LONDON.

At the Society's gardens the large python may be now seen incubating her eggs. The egg laying occurred four weeks ago. The plethoric condition of the serpent occasioned uneasiness. Some supposed that she had bolted a stray blanket; it was considered whether something might be done to relieve the great reptile, when she exuded, as well as the keeper can estimate, about one hundred eggs. These, enclosed in a white leather like substance, are about the size

of those of a goose, the majority of a dirty white appearance, connected by a membrane. Among them are two small red eggs, and many are indented—probably by the great pressure of the serpent's body. It is remarkable that this prolific exusion of eggs, which might be supposed to have exhausted the animal and consequently excited hunger, has had apparently an opposite effect. At all events the reptile has not broken her fast for 23 weeks, her husband having meanwhile, indulged in occasional rabbits. Once only has the keeper seen her absent from her interesting incubatory operation; and then, before he could get round to the back of the cage to have a better view of the eggs, she was on them again. In fact, she much resembles an old hen with a brood, puffed up by maternal pride and conceit, and is in a highly excited condition. It will be interesting to watch the result. Immediately opposite the pythoness's cage is a lively member of the viper family, which was hatched in the gardens in 1860 from an egg; and we understand that a boa was born in Paris from an egg hatched by the female. Thus the Zoological Society may reasonably look forward to an increase of its interesting collection of reptiles.

VI. Miscellaneous.

"ROCK OF AGES."

The Right Hon. W. E. Gladstone, Chancellor of the Exchequer, has translated into elegant Latin verse Toplady's beautiful hymn, "Rock of Ages," which was so great a favourite of the late Prince Consort's. We give both the original and the translation:

(Original.)

Rock of Ages, cleft for me,
Let me hide myself in thee!
Let the water and the blood
From thy riven side which flowed,
Be of sin the double cure,
Cleanse me from its guilt and power.*

(Translation.)

Jesus, pro me perforatus,
Condor intra tuum latus!
Tu per lympham profluentem,
Tu per sanguinem tepentem,
In peccata mi redunda,
Tolle culpam, sordes munda.

Not the labour of my hands
Can fulfil thy law's demands;
Could my zeal no respite know,
Could my tears forever flow,
All for sin could not atone!
Thou must save, and thou alone.†

Coram te nec justus forem,
Quamvis, totā vi laborem,
Nec si fide nunquam cesso,
Fletu stillans indefesso:
Tibi soli tantum munus;
Salva me, Salvator unus.

Nothing in my hand I bring:
Simply to thy Cross I cling;
Naked, come to thee for dress;
Helpless, look to thee for grace;
Foul, I to the fountain fly;
Wash me, Saviour, or I die!‡

Nil in manu mecum fero,
Sed me versūs crucem gero;
Vestimenta nudus oro,
Opem debilis implo-ro;
Fontem Christi quæro immundus,
Nisi laves, moribundus.

While I draw this fleeting breath,
When my eyelids close in death,
When I soar to worlds unknown,
See thee on thy judgment throne,
Rock of Ages, cleft for me,
Let me hide myself in thee!

Dum hos artus vita regit;
Quando nox sepulchro tegit;
Mortuos cum stare jubes,
Sedens Juxta inter nubes;
Jesus, pro me perforatus,
Condor intra tuum latus!

2. COURAGE IN WOMEN.

There is a branch of general education which is thought not at all necessary for women; as regards which, indeed, it is well if they are not brought to cultivate the opposite. Women are not taught to be courageous. Indeed, to some persons, courage may seem as unnecessary for women as Latin and Greek. Yet there are few things that would tend to make women happier in themselves, and more acceptable to those with whom they live, than courage. There are many women of the present day—sensible women in other things—whose panic terrors are a frequent source of discomfort to themselves and those around them. Now it is a great mistake that hardness must go with courage; and the bloom of gentleness and sympathy must all be rubbed off by that vigor which gives presence of mind, enables a person to be useful in peril, and makes the desire to assist and overcome that sickness of sensibility which can only contemplate distress and difficulty. So far from courage being unfeminine, there is a peculiar grace and dignity in those beings who have little power of attack or defence, passing through

* This last line in some collections reads:

Save from sin and make me pure.

† These two verses combined, in some collections, read as follows:

Could my tears forever flow,
Could my zeal no languor know,
These for sin could ne'er atone;
Thou must save and thou alone!
In my hand no price I bring;
Simply to thy Cross I cling!

danger with a moral courage which is equal to that of the strongest. We see this in great things. We perfectly appreciate the sweet and noble dignity of an Anne Boleyn, a Mary, Queen of Scots, or a Marie Antoinette. We see that it is grand for delicately-bred, high-nurtured, helpless personages, to meet death with a silence and confidence like his own. There is no beauty in fear. It is a mean, ugly, disheveled creature. No statue can be made of it that a woman would wish to see herself like.—*Thoughts on Women.*

3. THE QUEEN'S LETTER—THE ALBERT MEMORIAL.

The following letter, dictated by her Majesty, and dated "Osborne, 19th of February," was addressed by Sir George Grey to the Lord Mayor of London. The letter says:—

"The Queen feels grateful from the bottom of her heart for the universal sympathy that has been expressed for her in her deep affliction; but it is still more soothing to her feelings to know that the noble character, the truly princely nature, of him whose loss has bowed her to the earth, with a sense of desolation and misery that every day, alas! serves only to increase, is appreciated by the country; that the benefits he has been instrumental in conferring upon the nation, the good he has wrought since he first came among us, and to effect which he may truly be said alone to have lived, are understood and acknowledged.

"The Queen is also much touched by the feeling which has led the promoters of the movement for erecting a national monument to the Prince to leave the nature of that monument to her decision. It is a subject on which there must necessarily be much difference of opinion. Many, influenced, doubtless, by the belief that there was nothing which the Prince himself had so deeply and constantly at heart as the promotion of whatever might tend to the advantage of the community at large, or of any portion of it, have thought that the most appropriate monument to his memory would be to connect his name to some great work that should have that end in view; and the Queen cannot but be gratified by this proof of a just appreciation of his character.

"But it would probably be difficult to procure anything like agreement as to the nature of the institution which should thus bear his honored name, and it would be inexpressibly painful to the Queen were any controversy to arise on such a subject.

"It would also be more in accordance with her own feelings, and, as she believes, with those of the country generally, that the proposed monument should be more directly personal to its object—should be, in fact, more what is commonly understood by the word. Even so it is probable that opinions may differ as to the character that would be most appropriate for such a monument. But the Queen is confident that the same good feeling which has led to the reference of the subject to her decision, will lead to a cordial acquiescence in it—to the cheerful abandonment of individual views, and to a unanimous working together to effect the object all have at heart.

"After giving the subject her best consideration, her Majesty has come to the conclusion that nothing would be more appropriate, provided it is on a scale of sufficient grandeur, than an obelisk to be erected in Hyde Park on the site of the Great Exhibition of 1851, or some spot immediately contiguous to it; nor would any proposal that can be made be more gratifying to the Queen personally, for she can never forget that the Prince himself had highly approved of the idea of a memorial of this character being raised, on the same spot, in remembrance of that Exhibition.

"There would also be this advantage in a monument of this nature—that several of the first artists of the day might take part in its execution; for there would be room at the base for various fine groups of statuary, each of which might be intrusted to a different artist.

"In the selection of the artists to be employed, in the choice of a design, and in the consideration of the details of execution, the Queen would wish to obtain the best advice; and she would therefore desire to call to her assistance a small committee, consisting of persons in whom she could feel satisfied that the country would repose entire confidence.

"I have written by her Majesty's command to those whose assistance she thus desires to obtain, and I will lose no time, as soon as I shall have received their answers, in communicating their names to your Lordship."

A second letter to the Lord Mayor has been published with her Majesty's permission. Her Majesty thinks that as a Sovereign, though not as a wife, she can be allowed to join with the nation in a monument to her late husband. The Queen attributes, under Providence, much of the happiness and prosperity of her reign to her beloved husband, who was her wise counsellor and unfailing guide and support. The letter adds, no one can know as the Queen does how his every thought was devoted to the country, how his only aim was to improve the condition of the people, and to promote

their best interests; and her Majesty asks to be allowed to consider how she may best take part with the movement of her people in doing honor to her beloved Prince.

4. THE LATE PRINCE CONSORT AND CONSTITUTIONAL GOVERNMENT.

In the Debate on the Address, at the opening of the Imperial Parliament, Lord John Russell said:—

"I am bound to state that the opinions the Prince gave, the temper he displayed, and the impartiality with which he viewed subjects of State, were of great service to the Sovereign. I will say one thing more—and I think that those who have watched the position of the Sovereign during the last twenty years will agree with me—that there has been a great change in this respect, a most beneficial change from what prevailed in former reigns. It often happened, when the Sovereign proceeded in opposition to certain political principles entertained by a portion of his subjects, that favour was given to one party, while another was decidedly proscribed; and the consequence of such distinctions, the effect of that favour shown to one party—whether it were the Whig party at the beginning of the House of Hanover, or whether it was the opposite party in other reigns—was to make one portion of the subjects of the Sovereign feel a degree of bitterness and animosity which would not otherwise have existed. Now, I happen to know from the Prince himself the view he took of the duty of the Sovereign in such a case. He stated to me, not many months ago, that it was a common opinion that there was only one occasion on which a Sovereign of this country could exercise a decided power, and that was in the choice of the First Minister of the Crown. The Prince went on to say that in his opinion that was not an occasion on which the Sovereign could exercise a control or pronounce a decision; that when a Minister had retired from being unable to carry on the government, there was at all times some other party prepared to assume the responsibilities of office, and most likely to obtain the confidence of the country. But, he said, a transfer having been made, whether the Minister was of one party or the other, he thought that the Sovereign ought to communicate with him in the most confidential and unreserved manner with respect to the various measures to be brought forward, the fortunes of the country, and the events that might happen—that whether he belonged to one party or another, the utmost confidence should prevail between the Sovereign and the Minister who came forward in Parliament as the ostensible possessor of power. I do, my lords, attribute in great measure to that opinion, which the Sovereign held in common with the Prince, the fact that there has been no feeling of bitterness among any party in this country arising from political exclusion, and that all parties during these twenty years have united in rendering that homage to the Sovereign which the conduct of Her Majesty has so well deserved; and the country still reaps the benefit of the good counsel which the Prince Consort gave to the Crown."

VII. Short Critical Notices of Books.

—BLACKWOOD'S MAGAZINE, and the BRITISH REVIEW.—The present critical state of European affairs will render these publications unusually interesting during the coming year. They will occupy a middle ground between the hasty written news-items, crude speculations, and flying rumours of the daily Journal, and the ponderous volume of the future historian, written after the living interest and excitement—of the great political events of the time shall have passed away. It is to these periodicals that readers must look for the only really and intelligible and reliable history of current events, and, as such, in addition to their well-established literary, scientific, and theological character, we urge them upon the consideration of the reading public. In calling the attention of our readers to Messrs. L. Scott & Co's. Reprints of these able publications, we cannot do better than give a description of the origin and design of their publications.

—THE EDINBURGH REVIEW was established in 1802. It is said to have originated among a number of convivial young spirits, who were accustomed to meet for the purpose of discussing all the great subjects of literature, science, philanthropy, and politics. Its success was immediate and very great. There was about it a freedom, boldness, and spirit; such a varied learning, elegant criticism, piquant satire, and acute reasoning, that it became the terror of parliaments—the censor of literature—the dictator of the press. Its first editor was the celebrated Canon of St. Paul's, after whom the great reviewer, Jeffrey, then a young Scottish lawyer, took the chair of honour. In politics, it supported the principles of the Whigs, as led by Charles James Fox; and in religion, its High Priests were Harry Brougham and Sydney Smith. The Edinburgh of to-day is more moderate

than it formerly was. It now advocates the Lord John Russell Whig policy. The same old fire is burning still, and every now and then breaks out. The Right Hon. Sir Cornwall Lewis, late Chancellor of the Exchequer, was till lately, its editor.

— THE LONDON QUARTERLY REVIEW was established in 1809. Its existence was owing to the tremendous Whig influence of the "Edinburgh," and was edited with singular power by the noted reviewer, Gilford, a man whose pen was sharper than the serpent's tooth and yet who seems to have had a heart as warm as could have been expected in a great Censor. Lookhart, son-in-law to Sir Walter Scott, had control over this Review for some time, and he, with Southey Croker, and others, contributed to its pages. In religion, it wants neither "cant," nor "confession." It wants the Church to be a respectable establishment; a clergy that can dine out, and a people that will pay tithes.

— THE WESTMINSTER REVIEW as we have it, is a combination of four reviews. It was established in 1824, as the advocate of Radical Reform, in Church, State, and Legislation. "The Westminster" was owned at one time by Sir William Molesworth, a member of a late British Cabinet, and had for its chief contributor, Sir John Bowring, now British Ambassador at Canton. We are sorry to discover in its brilliant pages the traces of a spirit of philosophic scepticism, and an uneasiness under the present religious regime. We could wish the vast and ponderous learning; and the bright light of genius that are there scattered over the whole range of intellectual and material worlds, were bent into a ministry of righteousness and consecrated to the glory of the Cross. It will, however, and we are glad that it does so, receive articles in contradiction to its published sentiments, if they come commended by the authority of their indisputable ability; and we hope that the author of the papers on Mary, Queen of Scots, and John Knox, may often issue forth from his home in Derby, and favor us with the emanations of his genius.

— THE NORTH BRITISH REVIEW had a religious origin. About the time that the "Free Church" party made their exodus from the venerable Kirk—the Established Church of Scotland—in the year 1843—a periodical was much required in which they, the seceders, could set forth their protests against patronage and moderatism. The "North British" was established to meet this want, and Thomas Chalmers was one of its early contributors. Isaac Taylor was also a contributor, but he was expelled from its columns in consequence of its being discovered that he was not "sound in the faith."

— BLACKWOOD'S MAGAZINE owed its existence to the same causes that originated the Quarterly. It took its name from the publisher—a man long and highly esteemed in Scotland. Lockhart was its first editor, and Christopher North, that prince of good fellows, followed him. This Monthly still keeps up a fire against free "Trade and free Church, and all conventicle-ship whatsoever. The "Ettrick Shepherd" and the great Irish poet and scholar, Maginn, wrote for it. Sir Archibald Alison, the historian of Europe, is at present a contributor to its pages; and those articles on "Cherbourg," and "The Commons at Cherbourg," came from the pen of Warren, the author of "Ten Thousand A-year."

The ability of these publications, combined with the low price at which they are furnished by Messrs. Scott and Co.—\$10 instead of \$31—their cost in Great Britain—should induce every thinking and reading person to subscribe for them. For the terms upon which they are furnished either together or separately, see the advertisement in another column.

— MALCOLM'S GENEALOGICAL TREE. This work is lithographed by Mr. John Ellis, 11 King street West, and is designed to illustrate English and Scotch history, by showing at one view the genealogy of the Royal Families of each country for a period of more than a thousand years. It commences with the first sole monarch of each country, and traces accurately the descendants of each, on two separate trees, showing the marriages which took place between the two families until James IV. of Scotland married the daughter of Henry VII. of England, after which the two trees unite. The Saxon Heptarchy is represented by stumps at the root of the tree, and the Roman Kings are traced on a separate tree, from Rolo, the first Duke of Normandy, until it unites with the Saxon tree by the marriage of Henry I. with Matilda, the Saxon Princess. The descent of Oliver Cromwell is traced from Alexander, the Lord High Steward of Scotland, great grandfather of Robert II. King of Scotland. The top of the tree shows the relation of a number of the Sovereigns of Europe to the Royal Family of England.

VIII. Educational Intelligence.

— WOODSTOCK SCHOOL EXAMINATION.—The semi-annual examination of the common schools in the town, as usual, took place on 19th and 20th Dec. The examinations of the different schools were highly satisfactory to the Trustees and parents present, and alike creditable to our efficient corps of teachers. The minor school under the charge of Miss Logan, assisted by Miss Sutherland, was examined by the teachers. Daniel Pennman Esquire, was present and took great interest in the examination, and to his several questions the young pupils gave ready answers, shewing clearly that they fully understood the subject of their lessons. In the absence of the local superintendent, John Douglas, Esq., Trustee, distributed a number of book prizes for regular attendance and good conduct. After a satisfactory examination of the senior male school the visitors passed to the senior female class under the care of Miss Kennedy. Miss Kennedy received a proof of the affection and regard of her pupils in the shape of a splendid gilt bound copy of the Sacred Scriptures. In the male department under Mr. Dick—Mr. Silvester distributed some excellent books as prizes to those who were most regular in their attendance and of good conduct, accompanied by very pointed and appropriate advice to the pupils. The same number of prizes were distributed among the pupils in Miss Kennedy's class. Two very handsome volumes were selected to be awarded for the best specimens of writing. Miss Kennedy's class carried away both prizes. The minor department of the east end school, under the care of Mrs. Beyer and Miss Scarff went through a creditable examination. At the close, the pupils received from the hands of R. N. Light, Esq., local superintendent, a number of suitable books as prizes for regular attendance and good conduct. The senior male department, under Mr. Cullen passed through a creditable examination. In the senior female department under Miss Adams, the pupils were well disciplined and expert in their answers. At the close of the examination, R. N. Light, Esq., distributed the prizes for regular attendance and good conduct; and two volumes for the best specimens of writing. The pupils in Miss Adam's class presented her with 3 volumes of Sir Walter Scott's poems, with the inscription,—“To Miss Adams, with the affectionate regard of her pupils.” Mr. Cullen was also presented by his pupils with a splendid volume of Byron's works. Thus ended, in our opinion, the happiest and most satisfactory examinations of our common schools in the town of Woodstock, for many years past; and there is not the slightest exaggeration in saying, that our common school will compare favorably with any others in the province of Canada, both as regards the progress of the pupils and the efficiency of our corps of teachers, both male and female.—*Sentinel*.

— TORONTO CITY SCHOOLS.—The usual examination of the pupils of the city public schools, took place, Dec. 24th. The examinations were very creditable, and the number of certificates for punctuality of attendance, and general good conduct, was much larger than heretofore. We append a statement of each school. *George Street School*.—The head master in this school is Mr. Richard Lewis, and his assistants in the male department are Miss Keown and Miss Ryan. Miss O. S. Smyth is the head mistress of the female department, assisted by Miss Richards and Miss Liddle. The average attendance in the male department last month was 191, the registered attendance being 228; in the female department the number on the roll was 200, the average attendance 148. *Park School*.—The registered male attendance in this school last month is 193, being an increase of 24 over that of last year, and the average attendance 167. In the female department the average attendance was 181, and the registered 161, being an increase over the same month of last year of 33. But for sickness in St. David's Ward the attendance would doubtless be larger. The head male teacher in this school is Mr. William Anderson, assisted by Miss Susan Hamilton and Miss Jemima Armstrong. The female department is conducted by Miss Cuyler, assisted by Miss Anne Armstrong. *Palace Street School*.—The teachers in this school are Mr. Martin Gill and Mrs. Henderson. The number of children on the roll last month was—male 87, female 86; average attendance, male 65, female 66. *Louisa Street School*.—There is a very large attendance at this school, but the exact numbers we have not obtained. The teachers are—in the male department, Mr. H. Browne, Mr. S. McAllister and Mrs. Mitchell; in the female department, Miss Jane S. Morrison, Miss M. Kennedy, Miss A. Kellock, Miss M. A. Gordon. *Victoria Street School*.—This school is conducted by Mr. Spotten, assisted in the male department by Miss Kennedy and Miss Hall. The female department is conducted by Miss Round, Miss Thompson and Miss Cummins. The number on the roll last month,

was as follows:—Male department 187, female 226; and the attendance, male 141, female 171. Mr. Brent, one of the Trustees, gave a prize in each division for the greatest progress in studies, combined with best conduct during the year. *John Street School*.—The examination showed that the pupils had made considerable progress since midsummer, and the parents who did visit the school were much pleased with the result. Rev. Mr. Topp and Rev. Dr. Willis put some questions to the children, which were answered promptly and correctly. The average attendance of children at this school is, boys 145, and girls 100. *Phæbe Street School*.—The attendance of pupils at this school during the past three months had been comparatively small, owing to the prevalence of the scarlet fever. Mr. Samuel Coyne is the headmaster, assisted by Mrs. Lawder, and the Misses C. M. Churchill, M. A. Churchill, E. McMurray, and E. Robinson. The number of boys on the Register is 173, and girls 160. *Givens Street School*.—The teachers at this school, are Mr. James Anderson and Mrs. O'Flaherty. The number of boys who attend averages 60, and of girls 50. From the specimens of work exhibited, the girls appeared to have made much progress in drawing, knitting and sewing, under the tuition of Mrs. O'Flaherty.—*Abridged from the Leader*.

— **TORONTO GRAMMAR SCHOOL**.—The public examination of the pupils of the Toronto Grammar School took place on the 20th inst., at which they acquitted themselves very satisfactorily. At the close of the examination a number of the pupils gave several specimens of recitation in a very creditable manner. After the recitations prizes were given to the successful competitors.

— **MRS. HOWE'S PREPARATORY SCHOOL FOR BOYS**.—The half-yearly examinations of this School took place on Friday, December the 20th. Several boys obtained prizes. After the prizes were presented, the boys presented Mrs. Howe with the following address:—

DEAR MRS. HOWE—As Christmas is approaching, and we have received so many proofs of your affection and regard, we think it but right to shew you we are not indifferent to your kindness; we therefore beg that you will accept this small token of our love. Trusting that you will enjoy many returns of this happy time, we subscribe ourselves your affectionate pupils.—[Here followed the names of all the children.]—To this address Mrs. Howe made a very kind reply. We are pleased to see that Mrs. Howe's school is yearly increasing. She is a lady of an amiable disposition, well adapted to prepare boys for the more severe studies of the Grammar School, and held in the highest esteem by the parents and guardians of the children under her care, and universally respected by her pupils.—*Leader*.

— **WHITBY COMMON SCHOOL**.—The public examination of the pupils of this school, took place on the 19th Dec. Revd. Mr. Ross, Rev. Mr. MacLennan, Rev. Mr. Byrne, and Dr. Eastwood were the principal examiners. The answering of the pupils in the several classes was very efficient, and reflects every credit on the mode of instruction of the teacher, Mr. Smith, and his assistants. Prizes were awarded at the Town Hall, by Dr. Eastwood, Local Superintendent.—*Chronicle*.

— **WHITBY GRAMMAR SCHOOL**.—The *Whitby Press* states that at the close of the recent Grammar School examination the pupils presented Mr. McCabe, Head Master, with an address and several volumes of valuable books. Mr. McCabe made a suitable reply.

— **WHITBY GRAMMAR SCHOOL**.—The Christmas examination of the Whitby Senior County Grammar School, Wm. McCabe, Esq., principal, took place at the Mechanics' hall, in this town, on the 19th and 20th Dec. It was conducted both orally and written by the examiners. The hall was thronged during the day with parents and guardians, and friends of education generally. The appearance of the pupils, and their answering in the several classes, were alike creditable to themselves and their tutor; and we cordially congratulate the parents in possessing an institution so admirably conducted as the Whitby Grammar School, where the moral and intellectual training of their children is so well attended to. In contrasting the examination with that of the previous year, Rev. Mr. O'Keefe remarked that he felt it was due to the class in geometry of last year, and also to the school, to state, by way of reparation for the erroneous inferences then drawn by him, in a publication sent to the newspapers, that the class was much better than might have been expected at a grammar school, and that it was a credit to any grammar school in the country, as well as to its teacher. A special prize, given by Rev. Mr. MacLennan, was awarded R. H. Harper, for having past the best examination. After the distribution of the prizes, Rev. Mr. O'Keefe, Rev. Mr. Ross, Thomas Kirkland, Esq., Mathematical Teacher, Barrie Grammar School, and John Shier, Esq., addressed suitable remarks to the audience.—*Chronicle*.

— **TORONTO CIVIL SERVICE RIFLE CORPS**.—A communication having been received from the Deputy Adjutant General, requiring members of the Toronto Civil Service Corps to enrol themselves in the official form, a meeting was held for that purpose; and a new election having taken place for officers, the following gentlemen were elected.—Captain, Hon. Robert Spence; Lieutenant, John George Hodgins, Esq.; Ensign, John Dewe, Esq.; Assistant Surgeon, Mr. S. P. May. The appointments were confirmed, and appear in the *Canada Gazette* of the 15th inst.

— **TRINITY COLLEGE RIFLE CORPS**.—After a recent inspection of the Trinity College Rifle Corps by the Inspecting Officer, Colonel McDougall the Lord Bishop of Toronto, at the request of Major Denison, addressed a few well-timed and happy remarks to the men, which were listened to with deep respect. His Lordship made allusion to his reminiscences of the war of 1812, in which he had borne an active part as Chaplain to the Forces, and added that, while he fervently hoped peace would be preserved to us, the best guarantee was being prepared for the alternative, and he rejoiced to see the loyal spirit which everywhere existed. His Lordship closed his brief address with a few touching remarks on the duties of the corps, as soldiers of the Cross, which he trusted while drilling as earthly soldiers they would never forget.

— **VICTORIA COLLEGE RIFLE CORPS**.—The students of the University of Victoria College formed a Volunteer Rifle Corps a few weeks ago which now comprises about 70 members. They are divided into two squads, one of which is drilled alternately in Victoria Hall. They will not be worse students for this loyal and healthful exercise. We are sure that the University of Victoria College will be second to none in proving her zeal and loyalty upon every fitting occasion, and thus prove herself in every way worthy of her illustrious cognomen.

— **SCHOOL PRIZES IN THE COUNTY OF ELGIN**.—At a recent sitting of the County Council, a petition was laid before the Council from the County Board of Public Instruction: praying that a Grant of One Hundred Dollars be made for the purchase, at the Education Office, of Prize Books, to be offered for competition to the pupils of the Schools of the County. The Rev. Mr. Sheppard also addressed the Council in support of the Petition of the Board of Public Instruction for prizes, urging their importance as a means of stimulating improvement, both in pupils and teachers; and submitted suggestions as the basis on which an examination for the purpose of an equitable distribution of the prizes could be conducted.

— **KINGSTON GRAMMAR SCHOOL AND QUEEN'S COLLEGE**.—An arrangement has been completed between the Trustees of Queen's College and the Grammar School Trustees, by which an immediate union of the latter with the Preparatory School will be effected. To a certain extent these schools have been rival institutions, teaching the same subjects, and by their amalgamation a large school, with increased efficiency and a larger staff of masters, will be secured for our city. In addition to the supervision of the Grammar School Trustees, the new school will have the assistance and co-operation of the senatus of Queen's College, which guarantees instruction of a high character. Under the arrangement by which the union is effected, ten scholarships of \$80 each are to be offered for competition among pupils from our city common schools entering the Grammar School, which cannot fail to stimulate and encourage many of our youth. Three scholarships of \$40 each will also be annually competed for among Grammar School boys entering Queen's College. This harmony of action among our educational institutions, and the encouragement to study higher branches of knowledge held out to boys in the common schools, should materially advance the influence and usefulness of our schools.

— **THE CAMPBELL SCHOLARSHIPS**.—We are happy to learn, that the Hon. Alexander Campbell has created a Scholarship of the annual value of £20 at the University of Queen's College, for a scholar to be chosen in rotation, for each of the five ensuing years, from the Newburg, Bath, and Kingston County Grammar Schools, and who shall be found upon Examination to display most proficiency in the subjects of Matriculation, at the University. The Scholarship is to be called the "Campbell Scholarship," and is to be awarded for the Session 1862-63 to a Scholar from the Newburg Grammar School.

The following are the conditions of the scholarship in Queen's College, founded by the Hon. Alex. Campbell:—

1. The annual value of the scholarship shall be \$80.
2. It shall be held for one year only, which year shall be the first of the curriculum at Queen's College.
3. The scholarship shall be held in rotation by a pupil from one of the three Grammar Schools in Cataraqui Division, and in the following order,

via:—The Newburg Grammar School, the Bath Grammar School, the Kingston County Grammar School.

4. The scholarship shall be open to any pupil who has been in the Grammar School for one year or upwards.

5. Candidates for the scholarship shall be examined in the Grammar School at one of the regular examinations by the Head Master of the Grammar School and an Examiner appointed by Queen's College. The examination may be written or oral, or both, as the Examiners may deem proper.

6. The subjects of examination shall be those of the Matriculation Examination of Queen's College.

7. The scholarship shall not be awarded by the Examiners if in their opinion none of the candidates have acquitted themselves satisfactorily.

8. In the event of the Examiners reporting to Queen's College that no candidate has entitled himself to the scholarship, the same shall for that year be at the disposal of the Senate of Queen's College, to be by them given to the most deserving freshman of the year. Other things being equal, a student having the surname of "Campbell" shall be preferred.

— UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON.—Dr. Litchfield having resigned his professorship at Queen's College, the chair of Institutes of Medicine is now vacant.

— VICTORIA SCHOOL, BROCKVILLE.—The semi-annual examination of Victoria Central School took place on the 21st and 23rd December, by the respective teachers, under the supervision of the Rev. Mr. Smith, local superintendent, who assures us that the school has made considerable progress since last examination. We question whether any other town in Canada could vie with Brockville in the character and position of its public school.—Recorder.

— ROMAN CATHOLIC SEPARATE SCHOOL, BROCKVILLE.—The Town Council of Brockville have placed the Roman Catholic School on the same footing, in the apportioning and collection of school rates, as the Common School of the town. This, of course, relieves the Separate School Trustees of the trouble and expense of collecting their rates.

— ST. CATHARINES GRAMMAR SCHOOL.—A special meeting of the Grammar School Board was held for the purpose of electing a gentleman to fill the Principalship of the St. Catharines Grammar School, left vacant by the withdrawal of the Rev. T. D. Phillips. There were about forty candidates for the vacancy, and after a minute and protracted examination of the claims of the various applicants, the Rev. Wm. E. Cooper, of Holland Landing, was finally elected. Mr. Cooper is a Master of Arts of Trinity College, Toronto. Throughout the whole of his collegiate course he has been exceedingly successful. In his second year, we believe he took the highest prize in the gift of the college, the Wellington Scholarship, after a most arduous and close contest; and in his final degree examination, he took honours both in classics and mathematics. He also gained "The Bishop's Prize" and the "Kent Testimonial Prize," with other minor honours. We feel confident Mr. Cooper will sustain the high reputation the school has already won, and believe, from all that we have heard of his energy and earnestness, that no efforts will be spared on his part to win the confidence of both parents and pupils.—Constitutional.

— U. C. LAW SCHOLARSHIPS IN 1862.—The following, which appears in the *Law Journal*, we publish in these columns, so that students in country places who do not see that journal, may have an opportunity of competing with the city students for the Scholarships. The following are the Books prescribed for examination for the year 1862:—*First Year*—Stephen's Blackstone, vol. 1. Stephen on Pleading. Williams on Personal Property. Story's Equity Jurisprudence, from the beginning to section 440. *Second Year*—Williams on Real Property. Best on Evidences Smith on Contracts. Story's Equity Jurisprudence, 2 vols. *Third Year*—Real Property, Statute relating to U. C. Stephen's Blackstone's Book 5. Byles on Bills. Haynes' Outlines of Equity, and Coote on Mortgages. *Fourth Year*—Burton on Real Property. Russell on Crimes, and Common Law Pleadings, and Practice. Smith's Mercantile Law. Dart's Vendors and Purchasers; Mitford on Pleading and on Equity Pleading and Practice. *General Note*.—In each year the examinations may comprise questions on the Canadian Statutes, affecting the prescribed subjects, where the text is varied by such Statutes.

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March, 1862.

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I. Papers on Natural History.

WANTON DESTRUCTION OF SINGING-BIRDS.

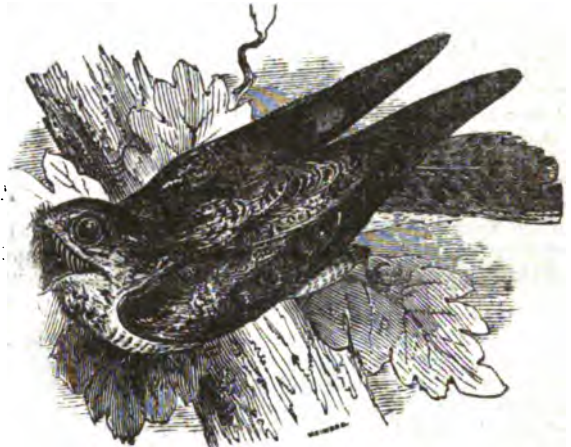


No. 1.—A FINCH (*Fringilla* —.)

Now that the beautiful spring-time has come and is beginning to be enlivened by the cheerful song of the singing-birds, we would interpose a few words of kindly counsel to boys not to destroy them.

Nearly every country in Europe has lately passed some law for their protection, and we believe it is now proposed to do the same in Canada. Capt. Rhodes, President of the Agricultural Board, Lower Canada, in a letter to the editor of the Quebec *Morning Chronicle*, Sept. 8th, stated that "the Board of Agri-

culture, at their meeting on the 6th inst., have resolved to petition Parliament, during its next session, to pass an Act to



NO. 2.—THE NIGHT-HAWK (*Caprimulgus Americanus*.)*

prevent the catching and killing of all birds during the months of March, April, May, June, and July.

"I am happy to say agriculturalists are becoming alive to the fact, that birds were created for other purposes than to become



No. 3.—A SWALLOW (*Hirundo* —.)

the target for sportsmen, or the prisoner of the thoughtless child. The destruction of any bird that feeds upon insects or

* Mr. May, of the Educational Department, (who is a naturalist by profession, and who has furnished the notes to this article), states that "this bird is almost identical with the English night hawk, or goat sucker, which has from the earliest times been considered a bird of ill-omen. It is referred to by Aristotle, Pliny, and other

their eggs is an injury to the owner of the land, more particularly in the spring of the year, when birds principally feed upon the eggs of insects. The agriculturists of France are demanding protection for birds at all seasons of the year: we propose contenting ourselves with a demand for protection during the breeding season only."

The destruction of all birds, excepting game to eat, has been prohibited in many of the small German States, on the Rhine, and in parts of Germany. The motives urged are these—wherever the farmers have killed the rooks, jays, and even sparrows, the crops have been less than where they had been unmolested. Very able naturalists have examined this, and have reported that the vast quantity of noxious vermin which the birds destroy, greatly exceeds the small quantity of grain they destroy in searching for the insects on which they feed. Investigation in this country has developed the same fact. The destruction of the birds gives hosts of insect tribes a chance for life, and those feed upon the crops and cause a far more general destruction of fruits, vegetables and cereals than is occasioned by the birds themselves. Now that the Spring has come, and with it the time of the singing of birds, measures should be taken to protect these warblers from murderous attacks of boys. They greatly enhance the beauty of our scenery by their lively, graceful motions and beautiful plumage; and it is delightful to listen to their singing. They are also exceedingly useful in picking up noxious insects and caterpillars. We should, therefore, as a community, consider it a very great privilege to have them; and if we do not protect and cherish them, at all events nothing should be done to drive them away or destroy them.

The people of Australia have gone to a very great expense to import singing-birds, which they have set free in various localities to multiply and render their woods and gardens vocal; and doubtless we would go to a similar expense if we did not enjoy this advantage gratis. In Australia one would no more think of shooting a singing-bird than a lamb or a colt; but in Canada much time and powder are bestowed on hunting down our warblers.

Were the birds of any use when shot, there might be some little excuse; but they are none whatever; and the act of shooting them is mere wanton destruction.

In the New England States, singing-birds are protected by law, which is particularly enforced at the breeding season; and thus it should be everywhere, for thoughtless or mischievous persons have no right wantonly to destroy what ministers so much to the pleasure and profit of society.

In a lecture on Natural History, delivered a year or two since in Barrie, Rev. Professor Hincks thus refers to this subject: "The wanton destruction of birds, which devote their lives to our interests, such as swallows, and others which only threaten us with injury for short periods, and by taking advantage of their natural timidity may be kept from doing us much damage; the best of their time is employed in destroying the farmers' worst enemy. By understanding the history and habits of those animals which destroy our crops and injure the domesticated animals, as well as the nature of the means to be employed in exterminating them, and by knowing the nature of the diseases which attack our vegetables, we are much better prepared to defend our property, less likely to be robbed of the fruit of our labours than if we continue to be the victims of our own ignorance, and are plundered without knowing how to help ourselves. Surrounded by so many beings, both animal and vegetable, which may be made, by ignorance of their properties, to become injurious to us, we should aim at acquiring a knowledge of these, so as to render them on the contrary beneficial.

Mr. Wm. Couper, an amateur entomologist, lately of Toronto, but now we believe in Quebec, thus writes to the editor of the *Quebec Chronicle*, 10th September, on the subject:—

"Since July last, the caterpillars of a destructive moth have appeared in various parts of North America (more confined to the northern than eastern sections), devouring several useful branches of agriculture. This is easily accounted for—the insect has been always in these parts, but happens to be more productive this year. A caterpillar is the product of an egg, the caterpillar being the cradle in which the future moth is being carried about. This reptile form feeds with powerful jaws until such time as the internal animal says—stop, when a change takes place, and this becomes a new form called chrysalis, from which, after a lapse of time, bursts a Lepidopterous moth, which is the product of what is vulgarly called the

eminent writers as deserving of all the imputations which had been cast upon it. It is accused of flying upon goats and sucking them, the result being that the teat would soon after become dry, and the animal blind. It is also accused of inflicting a fatal distemper on weaning calves, should it happen to strike them when in quest of the insects with which these animals are infested. The study of the night hawk's real habits, however, has removed these erroneous opinions.

In Virginia this bird is called a 'bat,' probably from his nocturnal habits. It is a bird of strong and vigorous flight, and is often seen in our woods and fields darting about in search of the insects on which it feeds.

"We have another species of this genus, the Whip-poor-will, which is frequently confounded with it, although different in its appearance as well as habits. The Whip-poor-will is a solitary bird, being usually found alone in high, dry situations. The night hawks fly in large flocks, and are usually found near marshy places."

army-worm. It may be single or double brooded during the year. In Canada, for instance, the butterfly called the Camberwell Beauty (*Vanessa Antiopa*) produces two broods, of the caterpillar during the warm months, while it is very rare in Europe, yet it serves to illustrate climatical influence on animals, no matter what natural rank they hold. To produce such multitudes of caterpillars, it is probable that each parent moth will deposit 800 eggs per annum if single brooded, and twice that number if double brooded. Insects of the Lepidopterous order are liable to be diminished in the imago or perfect state; in the ova or egg state; in the larva or caterpillar state, and in the pupa or chrysalis forms by influence of climate, such as heavy rains, severe frosts, unusual strong winds; by the failure of their natural food plants; by being taken up as food of young insectivorous birds,—but the great natural check is caused by insect parasites and severe low temperature. It is therefore probable that the caterpillar, which is so prolific this year, may be, through these causes, greatly decreased in 1862.

"All our small wood-frequenting birds feed their young on insect larvae, but adult granivorous birds do not. Crows, Grackles, and the Cedar Bird of America destroy the large larvae of moths and beetles, while at the same time they will overbalance this good by evil, in destroying useful fruits. Such minute insects as *cecidomyia tritici* or *c. destructor* are not molested by birds, but are kept in check by insects of benefit called by entomologists ichneumon flies, &c.

"Through the kindness of a brother entomologist, I have before me the plea of M. Marshal, ex-Deputy of La Meurthe, the Agricultural Society of Toulon, the Acclimatization Society of Nancy, and of M. P. Schoeffer, requesting the French Corps Legislatif to take steps for the preservation of those birds that destroy insects detrimental to agriculture. In these petitions, it is stated that 300 species of birds lay their eggs in France, and these are divided into three classes—1st. Noxious, or birds of prey; 2nd. Granivorous, or grain-eating birds, including the omnivora, or species which subsist on animal and vegetable food; 3rd. Insectivora, or insect-eaters. About 200 of these consist of rapacious, gallinaceous, and sub-aquatic or pelagic birds, leaving but 100 species, consisting of omnivora and insectivora, to protect ravages of insects.

"Many of the land-frequenting birds of France change their places of abode annually, and we see the same occurrence taking place in America. As none of the insectivorous birds of France visit this country, I will now dwell on those that do, and I think that, on the whole, the species has been increasing instead of decreasing in America. Wilson studied the birds of North America in 1814, and gave us 283 species; Bonaparte, in 1838, discovered 471; Audubon, in 1844, studied deeply and worked out 506; the Smithsonian Institution published, in 1858, the result of their labours in ornithology, giving us 716, with extra-limital species. Thus it will be seen that instead of the species decreasing in America, the course of nature has been otherwise. The great majority of our little birds (warblers) arrive here in spring, remain a few days, and pass on to the Hudson's Bay Territory, where they bring up their young, returning to southern latitudes as cold approaches. This group, consisting of about 30 species, are all insect-eaters, but confine themselves to dense forests. The actual flycatchers that remain with us are few in species, and invariably wood-frequenters. The thrushes are also meagrely represented in this latitude, and I often wonder why this is so, as there is no lack of terrestrial shells and aquatic insect larvae on which they feed. The woodpeckers are all insect-eaters, always on trees, picking out the grubs of beetles on which they subsist; hence they may be considered useful in protecting standing timber. The golden-winged woodpecker is a good example of this class—he can either climb trees, or search on the ground for food, and it is interesting to notice one of these birds attack an ant-hill early in spring; he chatters a peculiar song, while with a quick motion of the head it picks up the unfortunate ants, and I have known as many as 600 taken from his stomach. We have also the Nuthatches, Creepers, and Titmice or Chick-a-dee-dee, which are dependent on insects for food, but they are all confined to the forests—all are isolated from civilization. Now, the birds that follow civilization are the omnivores, such as Crows, Blue Jay, Canada Jay, Cedar Bird, and a few others; the granivora consist of Sparrows and Buntings, which are always in fields and in them rear their young. This is not a reverse of nature, for we cannot compel wood-frequenting birds to follow cultivation, nor can we force granivorous species to the woods.*

* Although Mr. Couper's views as an Entomologist may be valuable, his statements as an Ornithologist are apt to mislead. He says that "the thrushes are meagrely represented in this latitude," &c. We have six different species in addition to the robin (*Turdus migratorius*), which belongs to the same genus. He also states that "the nuthatches, creepers, and titmice are confined to the forests," and that they are all "isolated from civilization." I am surprised at this assertion, for each of these beautiful and active little birds are well known frequenters of our gardens, and the groves in the environs of our cities and towns, and I may venture to say are oftener seen in the aggregate than those referred to as followers of civilization. In the fall and winter the chickadee not only frequents our gardens, but the wood

The student of entomology discovers that all the larger insects are harmless to agriculture, but not to horticulture. The most destructive insects are all minute—cereal-flies and those attaching themselves to the grasses are very minute; onion and turnip-flies are also small; indeed, the eggs of any of these are not discernable to the naked eye, and I cannot discover among the insectivorous birds, one that takes them up as food.

If farmers would read and study more, and not overlook the minute creatures surrounding them, much of the losses of which they now complain would be avoided. The oat crop of the districts surrounding Quebec was this year attacked by an *aphis*; now, any person who has studied the natural history of these curious insects, and their peculiar mode of production, will at once understand how it is that they are so abundant, and might take steps to protect themselves against their ravages. I would here advise farmers to procure cheap publications on Natural History and what they cannot learn from them they will afterwards ascertain through experience.*

A number of insects prey on *Aphides*, amongst which I may mention the larvae of a lace-winged fly common in this vicinity. Two-winged or *Dipterous* flies feed on them, but the greatest enemy of the *Aphis* are the *Coxinellæ* or lady-birds, of which we have seven or eight species in Canada.—Taking the general view of this comparative subject, I am of opinion that the insects injurious to crops will be put down by insect parasites and low temperature, for it is a well established fact that high and low temperatures are anything but favourable to insect life. The State of New York employs a competent person, Mr. Asa Fitch, as a State Entomologist. He gives the following important caution, dated August 26, 1861:—

"Where a grain field has been infested with the *aphis*, no animal should be pastured upon the stubble of that field for three weeks after the harvest. The lady bugs, or lady birds, which gather in the grain fields to feed on the *aphis*, give out an acrid yellow juice from the joints of their bodies and legs on being handled or otherwise disturbed. This difficulty protects these useful insects from being devoured by birds or other carnivorous insects. And I can readily believe this may render these insects poisonous to any animal eating a number of them. Immediately after the grain is harvested I find these lady bugs numerous on the stubble, and with their papæe having suspended from the leaves and stems of every weed growing among it, that it will be impossible for an animal to gather a monthful of the herbage there without taking in some of them. Last Monday morning my neighbour, Alex. L. McNeill, of East Greenwich, turned his hogs into his oat field, the third day after it was cleared of the grain. The best hog in the herd became enormously swollen and died about noon, and others of them appearing to be stupid and unwell, they were immediately removed to other pasturage. I hear it also reported that some eight miles from here a span of horses turned into an oat field both died, swollen in the same manner."

SWALLOWS IN CANADA.†

In reference to the swallow, Mr. May says:—"We have several varieties of these birds; they are the harbingers of our loveliest season, although, as in England, a few stragglers appear here while the weather is rather severe. This fact gave rise to the proverb,—"One swallow does not make a summer." One variety—the purple martin—is so much a favourite from its social habits, that many persons put up little boxes upon long poles, in their gardens, as an annual place of abode for these little wanderers.

"Almost the whole life of these birds is passed in the air: they commence their serial evolutions at break of day, and continue until the dark curtain of night begins to gather around us.

"The swallow is frequently alluded to in the Holy Scriptures; and even from these casual notices we find that the inspired writers were well acquainted with the habits, migrations, &c., of these birds,—a fact worthy of note, since we know that the infidel asserts that the natural history of the bible is not correct.

"Nos. 2 and 3 both belong to the tribe *Fissirostres*,—nearly all of whose members feed upon the insect hordes whose ravages, if unchecked by the feathered tribe, would not only blight the prospects of the husbandman, but would in some countries absolutely drive both man and beast before them."

A late number of the *Leader* contains the following:—"The little swallows are always considered the harbingers of fine weather. When we see dozens of these birds playing about, on wing, getting

shed is a favourite place of resort, where it may be seen searching the bark and decayed wood for insects and their larvae.

Wilson says "We with pleasure rank this little bird among the farmer's friends, and trust our rural citizens will always recognize him as such."

I have no doubt that omnivorous and granivorous birds are oftener seen in cultivated fields and gardens than in the woods and prairies, from the fact that the progress of agriculture, by multiplying their sources of subsistence also increases their numbers.

* A large variety of publications of this nature are kept at the Depository of the Educational Department Toronto, and are supplied to School and Municipal Libraries.

† See Illustration (No. 3) on page 49 of this Number.

ready to take up their lodgings about the roofs of stores and houses, summer may then be looked for. Below are the dates at which swallows have been seen in the western part of Toronto for the past nine years:—

1854	April 11	1857	April 26	1860	April 19
1855	" 10	1858	" 16	1861	" 18
1856	" 17	1859	" 11	1862	" 17

ABSENCE OF THE SPARROW IN AMERICA.

The Hon. Grantley F. Berkeley, who a year or two ago visited the Western prairies to enjoy Buffalo hunting, states that the domestic or house-sparrow is not to be found in North America. When we consider that this bird is found in various parts of Europe, North and South, in North Africa, the Levant, the Himalaya mountains, and other parts of India, but is wanting in North America, it is not merely interesting, but highly suggestive, for it points to some climatic influence which may affect that peculiar species of the feathered class.*

THE SPARROW IN FRANCE.

A petition to the French Senate for the protection of little birds, says:—"Of the suspected little birds, the one that enjoys the worst character is the sparrow, so often pointed out as an impudent pilferer. Now, if the facts mentioned in the petitions are exact, according to the opinion of many this bird ought to stand much higher than he is reputed. In fact, it is stated that, a price having been set upon his head in Hungary and in Baden, this intelligent *proscrit* left those countries, but it was soon discovered that he alone could manfully contend against the cockroaches and the thousand winged insects of the lowland, and the very men who offered a price for his destruction offered a still higher price to introduce him again into the country. * * * It was a double expense—the ordinary punishment of hasty measures. Frederick the Great had also declared war against the sparrows, which did not respect his favourite fruit, the cherry. Naturally, the sparrows could not pretend to resist the conqueror of Austria, and they emigrated; but after two years not only were there no more cherries, but scarcely any other sort of fruit—the caterpillars ate them all up; and the great King, victor on so many fields of battle, was happy to sign peace at a cost of a few cherries with the reconciliated sparrows. Moreover, M. Florent Prévost has shown that, according to circumstances, insects form at least one half—often in a much larger proportion the food of the sparrow.—It is exclusively with insects that this bird feeds its young brood; behold a remarkable instance:—At Paris, where nevertheless, the fragments of our own food provide abundant aliment for the sparrow, two of those birds having made their nest on a terrace of the Rue Vivienne, the *elytres* (upper wings) of the cockroaches thrown out of the nest were collected; they numbered 1,400. Thus one little *menage* had destroyed 700 cockroaches to feed one single brood."

2. UTILITY OF BIRDS IN DEFENDING FARM CROPS AGAINST THE ATTACKS OF INSECTS.

The harvest this season in France, it is said, will fall much short of former averages; and one of the principal causes assigned is the increasing destruction of late years of the smaller kinds of birds, for the various forms of French cookery. It is well known that some kind of birds in particular feed on the larvae of insects, which if allowed to mature often prove injurious and sometimes destructive to the crops both of the farm and the garden. In matters of this kind nature has beneficially established a wise system of self adjustment and compensation, whose economy it is unwise and often fatally injurious to disturb. Rookeries in Europe have sometimes been complained of by the neighbouring farmers as the birds will devour sown grain unless prevented by artificial means. But in cases where rookeries have been broken up, the crops have in all cases been found to have been afterwards attacked by insects in an unprecedented degree, and in many instances the farmers have prayed for the restoration of these interesting and useful communities.

* Though we have not the house-sparrow here, we have several other species. Our first spring visitant is the song-sparrow (*Fringilla melodia*), which is noted for its melody and richness of voice. It is also of a social disposition. These birds frequently build their nests in the small shrubs in the Normal School grounds. About four or five years ago, a pair built their nest in a shrub in front of one of the windows; when the weather became warm the window was opened, and the female was at first very much disturbed; but it gradually became so accustomed to its exposed situation that it would allow persons to stand watching it when the window was opened.

The most familiar and domestic of these birds is the chipping sparrow (*Fringilla socialis*). It builds in the trees in our gardens and streets, and picks up the crumbs in our yards and at our doors. Wilson says,—"I have known one of these birds attend regularly every day during a whole summer, while the family were at dinner, under a piazza fronting the garden, and pick up the crumbs that were thrown to him."

From a report read before the French Senate, praying for the protecting of those birds which destroy insects hurtful to our crops, we find it stated that the wireworm consumed £160,000 worth of corn in one department alone, and was the cause of the three deficient harvests which preceded 1856. Out of 504 seeds of colza, all but 296 had been rendered worthless by insects, entailing a loss of oil equal to 32.8 per cent. In Germany, according to Latrielle, the *Phalaen monacha* consumed whole forests. In Eastern Prussia three years ago, more than 24,000,000 cubic metres of firs had to be cut down, being so destroyed by insects. Man is unable to cope with these destroyers of the produce of his labours. His eye is too dull to perceive, and his hand too slow to catch them. Without the aid of birds he would be vanquished in the struggle. The commission, while it excludes birds of prey from its protection, partially includes buzzards and rooks, because the former consume 6000 mice yearly, and the latter an incalculable amount of wire-worms and other grubs. Sparrows are re-habilitated, and their usefulness shown by reference to the facts, that when their destruction was attempted in Hungary, winged insects increased so rapidly, that rewards for the destruction of sparrows were suppressed, and given for bringing them back. Frederick the Great ordered the destruction of sparrows, because they ate his cherries; but in two years time he found his cherries and all other fruits devoured by caterpillars. In a sparrow's nest in a terrace in the Rue Vivienne were found the remains of 700 Tipulae, the larvae of which turn to wire-worms—the greatest enemy the gardener and farmer have to contend with. Owls, and birds of that class, which agricultural ignorance pursues as birds of evil omen, ought to be welcomed. They are ten times more useful than the best cats, and not dangerous to the larder. The martins that were killed were found to have in their stomachs the remains of 543 insects. In order to protect these insect devourers, the report proposes the prohibition of all means of destroying birds save by fire-arms, with the exception of nets for wild ducks and palmipedes generally. The report also proposes the prohibition of bird-nesting, and destruction of eggs and the young birds."

We append an extract from another source, in reference to rooks versus grubs:—

"The grubs of the tipula family are amongst the most destructive enemies the gardener and farmer have to contend against. Their eggs are deposited in the soil. As the grubs are hatched they commence an active attack on the roots of most plants. The perfect insect appears in August, and is well known in Scotland as Daddy Longlegs—in England as Gaffer Longlegs, Tom Taylor, or Tommy Longlegs. Their operation, being carried on underground, enables them to elude the vigilance of man, but the instinct of the rook is a match for them. It has been calculated that a family of rooks will consume 3,847 grubs per day. Supposing the consumption to be continued throughout the year, it would amount to 1,404,156; and supposing a single grub to destroy as many plants of wheat or other crop as might grow upon a space of nine inches square, a family of rooks would preserve from destruction more than two acres of corn. If we extend our ideas further, and suppose all these grubs to live and propagate their species, it is more than probable that if this one species of bird alone were extinct, the labour of the husbandman would be nearly, if not altogether in vain. Man therefore, should be aware how he disturbs the balance of power maintained throughout the whole animal kingdom."

The power of reproduction in insects is often truly astonishing, and their destructive influence on cultivated crops, and sometimes even on the trees of the wild forest is equally remarkable, as our farmers of late years in particular, are but too well acquainted. The study of the formation, changes and habits of these little creatures is exceedingly interesting, and is pregnant with valuable practical results. A correspondent in a recent number of the *Ohio Farmer*, speaking of the increase of insects, says:

"It is a well-known fact in natural history, that there is such a thing as alternate generation; and it is an equally well-known fact to entomologists, that there are viviparous and oviparous generations of the same insect, during the same year. May not the first generation of the army worm be oviparous, and the succeeding generation be viviparous, as in the following case of aphides. All the aphides, it has been well ascertained, which appear in the spring are exclusively females, no males being found till the autumn; and these females are endowed with a fecundity almost incredible. M. Latreille says that one female during the summer months, will produce about twenty-five a day, and M. Reaumur calculated that one aphid may be the progenitor of 5,904,900,000 descendants. It is not necessary for the young female aphides produced during the summer to pair with a male, which, indeed, would be impossible, as no males are then to be found; yet these females go on producing each their twenty-five a day of living young ones, all of which become, in a short time, as fertile as their parent. The following calculation of the fecundity of a species of aphides, from Prof. Owen's

lectures on "Comparative anatomy," will offer some explanation of the extraordinary numbers in which these creatures sometimes occur. The *aphis lanigera* produces each year ten viviparous broods, and one which is oviparous, and each 100 individuals.

Generations	Aphis produces.
1st	1
2nd	100
3rd	10,000
4th	1,000,000
5th	100,000,000
6th	10,000,000,000
7th	1,000,000,000,000
8th	100,000,000,000,000
9th	10,000,000,000,000,000
10th	1,000,000,000,000,000,000

—*Canadian Agriculturalist.*

3. THE FIRST ROBIN OF SPRING.

Hail, singing symbol of the Spring,

With all thy flowery train;

To every valley of our land

We welcome thee again.

Come to the pine and maple tree,

To groves of willow come;

The buds are weary waiting thee

To woo them into bloom.

Here is your very same snug nest,

Built in the ancient barn,

Made soft with feathers from your breast,

And downy shreds of yarn.

Then fill the little nest with love,

And all its wants relieve,

Among the twilight tinted grove

Slow waving in the eve.

Fresh greenness, full of fragrant flowers,

Shall glorify the glade,

And fruits abundantly will bless

Thy sweet domestic trade.

When wintry tempests from the sky

Frowned on our landscape lone,

We longed to see thy form flit by,

As in the summer gone.

We long to see the oriole,

The robin and the jay,

Fly through the firmament, and cheer

Our labor all the day.

And through remembrance of past mirth

May with thy song return,

So many joys with thee have birth,

Remembrance shall not mourn.

Then welcome, symbol sweet of Spring,

With all thy sunny train;

To every valley of our land

We welcome thee again.

4. A GANNET IN CANADA.

A strange bird, obtained by Mr. Alfred Dulmage, in the township of Oshawa, was lately forwarded to Toronto as a contribution to the University Museum. Professor Hincks has pronounced it a Gannet or Solan Goose, which, though known to frequent the Labrador coast, is a very rare wanderer so far inland as the shores of Ontario. There was no previous specimen of it in the University collection.

5. THE COTTON PLANT.

Cotton is an annual plant. Early in March the seed is sown in rows like corn; in the spring months it requires a warm sun. The blossoms, which begin to appear the last of June, resemble those of

the hollyhock. It grows in the form of a bush, with an average height of four and a half, and on rich bottom lands, sometimes reaching eight feet. The picking of this staple of the South is more tedious than its cultivation. Commencing the first of September, it usually continues till New Year's. A common hand will pick daily about sixty pounds of clear cotton, and when the crop is heavy a group of hands are often to be seen picking on one side of the field, and others ploughing for a new crop on the other side. Among the large planters it is not unfrequent to see a single field of five hundred acres. Cotton exhausts the soil more than corn or grain. About three hundred thousand bales are annually raised in the middle portion, and three hundred and eighty thousand in the whole State. The average weight of a bale is nearly five hundred pounds, and the average price at the plantation is about ten cents per pound. A planter with forty hands will raise about two hundred bales annually, which at the above stated price amounts to ten thousand dollars—a very handsome yearly income. The cotton growers with a judicious use of their profits, would become a very wealthy community.

6. THE COTTON PLANT IN INDIA.

It is said that in India the cotton plant is blooming over tens of thousands of acres of lands formerly abandoned; mulberry plantations in the northwest creep up the mountain sides as in Lombardy, and grain is springing up in immeasurable quantities.

II. Papers on Practical Science.

1. PAPER MANUFACTURES IN JAPAN.

Speaking of the Japanese, a writer in *Blackwood's Magazine* says: "It was wonderful to see the thousand useful as well as ornamental purposes to which paper was applied in the hands of these industrious and tasteful people. Our paper-machie manufacturers, as well as the continental ones, should go to Yeddo to learn what can be done with paper. We saw it made into material so closely resembling Russian and Morocco leather and pigskin, that it was very difficult to detect the difference. With the aid of lacker, varnish, and skilful painting, paper made excellent trunks, tobacco bags, cigar cases, saddles, telescope cases, the frames of microscopes, and we even saw and used excellent waterproof coats made of simple paper, which did keep out the rain, and were as supple as the best mackintosh. The Japanese use neither silk nor cotton handkerchiefs, towels or dusters; paper in their hand serves as an excellent substitute. It is soft, thin, tough, of a pale yellow color, very plentiful and very cheap. The inner walls of many a Japanese apartment are formed of paper, being nothing more than painted screens. Their windows are covered with a fine translucent description of the same material. It enters largely into the manufacture of nearly everything in a Japanese household, and we saw what seemed balls of twine, which were nothing but long shreds of paper rolled up. If a shopkeeper had a parcel to tie up, he would take a strip of paper, roll it quickly between his hands, and use it for the purpose, and it was quite as strong as the ordinary string used at home. In short, without paper all Japan would come to a dead lock; and, indeed, lest by the arbitrary exercise of his authority a tyrannical husband should stop his wife's paper, the sage Japanese mother-in-law invariably stipulates in the marriage settlement that the bride is to have allowed to her a certain quantity of paper."

2. HEATING AND LIGHTING CITIES BY THE POWER OF THE TIDES.

Sir Humphrey Davy once remarked, that people need have no anxiety in regard to the exhaustion of the coal mines, for long before that was effected, some cheap mode would be discovered of decomposing water, and this would furnish an unlimited supply of fuel. This prophecy is already accomplished. If all the coal mines in the world should spontaneously take fire and burn up, it is now in the power of science and art to extract boundless quantities of heat and light from the rivers and seas. By magneto-electric machines water may be decomposed without any expenditure except that of mechanical power, and some recent improvements in these machines, by which their power of decomposition has been greatly increased, have suggested this article.

In a recent number we pointed out the superiority of hydrogen over all other substances for heating purposes, and on page 280, vol. 3, is an illustration of the apparatus by which the gas is produced for the purpose of lighting the city of Narbonne. As hydrogen can be obtained in unlimited quantities merely by mechanical power, we have only to make suitable arrangements to avail ourselves of the great forces of nature in order to get all the fuel and light we want,

without any current expense whatever, except the trifling one of keeping the apparatus in order.

The tide, as it sweeps through Hell Gate four times in the twenty-four hours, probably exerts sufficient power to turn enough magneto-electric machines to decompose water and furnish hydrogen for all the mechanical and domestic purposes for which fuel and light are required in this city!

Here is an opening for a discovery which will be eminent among the marvels even of this wonderful age. In place of the enormous expenditure at present incurred for fuel and gas, our steam engines may be driven, and our dwellings may be warmed and lighted by the perpetual and undiminishing power of gravitation.—*Scientific Amer.*

3. POISON IN CARDS, CANDLES, AND TOYS.

The habitual employment of a most violent and subtle poison in the daily affairs of life is a matter of vital importance to every person in the kingdom. A few weeks ago we took occasion to warn our readers against the dangers which they were most likely to encounter from the use of a popular tint of green for decorating their walls. We propose now to call attention to the other guises under which this insidious poison lurks. The green color of arsenite of copper, which acts as a snare, tempting the eye and throwing even the wary off the guard by its brilliancy, is so beautiful that it is scarcely to be wondered in these days of outward refinement, in which nothing will sell which has not an attractive exterior, that this lovely but fatal pigment should be largely employed by ignorant or unprincipled manufacturers. Green is so favourite a colour that we need scarcely move from our desk to find an illustration for these remarks. Let us submit to our ammoniacal test this delicately-colored apple green card of invitation to an aristocratic *conversazione*. As if conscious of its guilt it turns pale, and bleaches at the first touch of the alkaline liquid, and the tell-tale azure tint of the ammonia discloses arsenite of copper as plainly as tests can speak; while, if an affirmation is wanted, Reinsch's test will precipitate before our eyes the identical arsenite employed. An envelope covered internally with an opaque green glaze is next tried, and after the abundant indications of arsenic which that affords, there is no wonder that persons have complained of their tongues breaking out in sores after having sealed up many of these adhesive envelopes. Suspicion next falls on a green taper used for sealing letters; this, upon the question being properly applied, confesses that it also contains arsenic, and reveals the cause of the unpleasant garlic odour always perceptible when lighted, and to which numerous headaches had been referred. The same strong odour of garlic was, a few years ago, constantly perceived when some kinds of mould candles were burned; it proceeds from the presence of an oxide of arsenic diffused throughout the atmosphere. This body was formerly used to enhance the beauty of and remove the crystalline appearance from the wax, but now improved chemical means have rendered its employment unnecessary. But glazed envelopes, enameled invitation cards, and wax tapers are not actual necessities of life; can we say the same for the next thing upon which the eye falls—a baby's toy? Purchased at the well-known Lowther Arcade, and selected from thousands of similar articles, what parent would hesitate to place so attractive or gaily coloured a toy into a child's hand? They will, however, pause when we tell them that every square inch of that pretty green Noah's Ark has enough arsenic on it to kill a strong man, and so carelessly laid on that when snatched from a child's mouth (for what baby does not instantly begin sucking a new toy?) its lips are quite green from the pigment rubbed off it.—*London Record.*

III. Papers on Physical Science and Geography.

1. THE GRAND SURVEY OF BRITISH AMERICA.

THE OREGON BOUNDARY LINE DEFINED.

A number of the non-commissioned officers and men of the Royal Engineers who left England some years since, for the purpose of making a complete survey of the British Territories in Western North America, have returned to England. They arrived at head quarters, Chatham, a short time since.

The chief duties in which the detachment of Royal Engineers were engaged was in tracing the boundary of the Oregon Territory, and in laying down the boundary line between Fraser river and the extreme termination of British territory in Central North America. The labor required on the part of the Royal Engineers engaged in the undertaking was severe and exhausting, as the boundary had often to be carried across dense forests, in which the party of surveyors were literally compelled to hew their way. The men employed received a high scale of working pay, in addition to their regimental pay. The remainder of the officers and men of the expedition will shortly arrive in England.

2. GEOLOGICAL SURVEY OF NOVA SCOTIA.

With reference to this survey, we find the following in the report of the proceedings of the Legislative Council in our sister Province:—"Hon. Sol. General, by command, laid before the House a letter from Hon. Provincial Secretary to Mr. Dawson, Montreal, dated 30th July, 1861, making inquiries as to the person to make a geological and mineralogical survey of the Province, the time such a survey should occupy, and the cost; also Dr. Dawson's reply, dated 3rd September, 1861, recommending Sir William Edward Logan; also the following communication from Sir William Edward Logan, dated Montreal, August 30th, 1861:—

"MY DEAR SIR,—I do not think it would be safe to state the sum that it would probably cost, to make a general geological examination of Nova Scotia at less than £1,000 per annum, continued for five years. The examination would be such a one, as would give a fair idea of the mineral resources and physical structure of the country, and might, at a subsequent period, be carried into further detail, if it were required. A portion of the amount and time would be devoted to the working up and publishing the results."

"I am, &c., W. E. LOGAN.

"Dr. Dawson, McGill College, Montreal."

"[Dr. Dawson says that the above statement of Sir W. E. Logan supposes the employment of two field geologists, and that he (Dr. D.) would be happy to undertake, in connection with Sir W. E. Logan's arrangements, the determination and description of the fossil plants and land animals of the carboniferous rocks, to which he has for some time specially devoted his attention, and in the preparation of a complete account of which, as far as known, he had already made some progress. This, Dr. Dawson states, he would be prepared to do free of expense to the Province. Dr. Dawson also observes that the estimate of expense is intended to include the detailed working up of the paleontology and economic geology and mineralogy of the Province, and the final publication of the whole with suitable illustrations.]

"Hon Sol. General thought that the proposed survey was one of the most valuable objects that could be accomplished.

"Hon. Mr. Dickey concurred with the last speaker."

3. GEOLOGY OF NOVA SCOTIA.

The St. John (N. B.) *Colonial Empire* says, that Nova Scotia has secured the services of Sir W. E. Logan, to superintend its geological survey, and hopes the New Brunswick Government will also employ him. It would be a great benefit to have the surveys of the three provinces carried out upon a uniform plan. The Nova Scotia gold which was lately exhibited at Dalhousie College, and intended for the International Exhibition of 1862, was sent to England by the Europa. It consists of two boxes, containing bars of gold, gold dust, and gold bearing quartz, and its value is \$6,297. The gold of Nova Scotia appears chiefly to exist in certain parallel lines, which probably extend in some instances almost the entire length of the Province, or to the distance of 200 miles in the direction of the strata.

4. DISCOVERER OF FRAZER RIVER IN CANADA.

Mr. John A. Frazer, of Belleville, writes a very interesting letter to the *Intelligencer* of that town, in which he mentions the fact that his father, now an aged man of 86 years, residing near Cornwall, while in the service of the North-west Company, was the discoverer of the great river of British Columbia, and named it after himself:

"In the year 1792, at the age of 16, my father became an articulated clerk to the North-west Fur Trading Company, which had its headquarters at Montreal. In the year following he was sent to Lake Arthabasca, which was then the principal trading post of the Company west of Grand Portage. In 1802 he became a partner, and in 1805 he came down from Fort Arthabasca to Fort William, and was then nominated to cross the Rocky Mountains—to extend outposts, and form trading connections with the Indians. In August, 1805, he left Fort William, and reached the foot of the Mountains; his route lay through the Lake of the Woods, Lake Winnipeg, up the Saskatchewan for a short distance, past Cumberland House on the Saskatchewan, then up English River as far as Isle la Croix, then up Buffalo Lake, then over Portage la Cache in the Arthabasca River and Lake to Fort Arthabasca, which was the rendezvous of that department—then up Peace River to the foot of the mountains to a place which he named the Rocky Mountain Portage, where he left two clerks (named James McDougall and Archibald McGillivray) and 12 men.

"He thence continued his route with six men to the summit of the mountains, and reached a small lake of about 12 superficial miles in extent, which discharges down both sides of the mountain, and is either the source or a tributary to the Peace River, and is situate in

about latitude 55°. At this lake, which he afterwards called McLeod's Lake (out of compliment to one of the north-west partners), he left three men to form acquaintance with the Indians, and in November he returned with his remaining three to the portage at the foot of the mountains, where he had left the fourteen. At this portage he passed the winter of 1805-'6. In the month of May, 1806, he sent two canoes loaded with furs to Arthabasca, with a report of his proceedings, and went again up the mountain with six men and a clerk named John Stewart, reached McLeod's Lake by a devious course to the South. In this course he touched Frazer River—which takes its name from him—but which he then supposed to be the Columbia. He went up a tributary of the Frazer River, and called it Stewart's River. Doubts now arose in his mind as to the "Frazer"—which he called the "great" river—being the Columbia. About 120 miles up the Stewart's River he built a house, and called the place New Caledonia. Here he left Mr. Stewart and two men, and crossed westerly into the open country, and built another house near a lake, which he called Frazer Lake. He was now with four men, in the midst of Indians who had never before seen or heard of the "pale-face."

"From this lake my father returned and passed the winter with Mr. Stewart. In the early part of 1807 he sent dispatches, with what furs had been collected, to Arthabasca, and asked for an increased force of clerks and goods. In the fall of 1807 he received two canoes loaded with goods, and two clerks, named Julius Quesnel and Hugh Ferres (the former was afterwards an M.P. for Montreal). These gentlemen brought dispatches from the Company, recommending my father to trace with all possible speed the "great" River to the sea—they being apprehensive that the Americans would get ahead of the British in that quarter, particularly as in the previous year (1806) Captains Lewis and Clarke had gone down the Columbia, and were extending American authority along the western coast of America; and Astor, on the part of the Americans also, was looking anxiously towards that section. The Company, therefore, urged my father to spare no expense in achieving the object of their desires.

"In the summer of 1807 my father built another trading house on the Frazer River, in lat. 54°. In May, 1808, he started from Stewart's Lake with four canoes and sixteen men, exclusive of Messrs. Stewart and Quesnel, leaving Ferres and two men in charge of a post at the mouth of the Stewart River—reached the ocean early in July, and remained but a short time there, on account of the hostilities of the Indians. From the time he left Ferres until he arrived at the sea, he met numerous and large bodies of Indians, speaking several different languages. They assembled to see the wonderful "pale faces" that were come amongst them. An idea may be formed how they regarded white men from the fact that when hundreds of them were congregated together, at the distance of a single rifle they would fall on their faces on the ground, so great was their astonishment.

"This sketch will apprise you of three facts:—First, that the Frazer River takes its name from my father; now an aged man of 86 years. Second, that he gave the name of New Caledonia to the country through which it flows. Third, that his exertions and enterprise in all probability secured to the British Crown what promises to be a province surpassing in every element of national greatness even our own Canada, the "brightest jewel" in the British Crown.

5. A PRIMITIVE EUROPEAN STATE.

Andorre is a little state still holding the independence it derived from Charlemagne, too poor in modern times to provoke annexation, yet too hardy to have been subdued by its mediæval neighbours, firm and free amid every external change; with a constitution older by four centuries than Magna Charta, yet still subsisting, almost unaltered, six centuries after Magna Charta had become the basis of our laws; where even Metternich would have been deemed a revolutionist, and Ricardo have been certainly denounced as an impostor; the last people in Europe to profit by the intelligence which Christianity carries in its train, yet among the first champions in Christendom against the Moorish power; a people with whom the peaceful spirit of Arcadia breathes amid the military laws of Lycurgus, a race of shepherds and farmers all trained to arms, with a history unknown to Europe, though it nevertheless cherishes the memory of its Morgartens and its Tella; a state more ignorant of the arts than the Valais, yet not less jealous of spiritual encroachment than Geneva; its valleys among the most fertile even of the south, yet approached only over mountains snow-clad in mid-autumn; a people whose Doges are peasants and whose Rothschilds are pedlars; possessing the choicest Latin manuscripts of the ninth century, yet disdaining the innovation of a printing-press even in the nineteenth; a republic without a road, without a navigable stream, and nearly without a house; where railways and telegraphs would be classed only with the griffin and the genius which the valour of its ances-

tors had driven out—such, in few words, are the salient characteristics of the little people of whom we write. Andorre is a republic isolated by mountains on every frontier, included neither in France nor in Spain, but intervening between the two countries, and (so far as their frontier and Government are concerned) much more ancient than either. It lies between the Pyrenees of Arriège and the Pyrenees of Catalonia. The republic consists chiefly of three valleys, one of which runs parallel with, and the two others transversely to, the great ridge of mountains that connect the Atlantic with the Mediterranean shore. The Andorrian magnates are but patriarchal peasants, possessed of flocks, of herds, of lands in the valleys and on the mountain sides, occasionally of forges of iron; but dressed indistinguishable from their humblest dependants, often labouring with them in the field, and nearly as thrifty in their domestic economy. The present Syndic, in his rural life, will serve as a fair example of the ruling class. He was lately seen again by an English traveller, who revisited Andorre in search of bears and wolves and mountain scenery, and primitive antiquity in modern days. The head of this venerable State was found at Canillo, his country seat; his threshold entered through a yard, his portals guarded, not by a gendarme, but by an enormous hog, his dwelling itself the first essay, it might be thought, of Europe in domestic architecture, its ground-floor a storehouse for firewood, its floor above devoted to the provident art of drying fruit of the earth for winter use, its kitchen (in which dinner was both cooked and served) so contrived that guests and viands were smoke-dried with just equality, its cabinet of state a balcony overlooking the glen below. The Syndic himself—Don Gil Areny by name—with all his plainness and simplicity, possessed something of what Lord Carlisle would call “very distinguished manners.” There was a calmness and dignity about him not unlike the manner of the Turk, which is often referred to a long habit of national independence. He could read Latin in print and manuscript, and he was acquainted with the intricate contractions of the different periods over which the public charters extended. He could also talk French, though with a strong Catalonian accent, which sounded every final vowel. But of things external to the republic his knowledge was assuredly not extensive. He was conversant enough with politics and events, to inquire whether the Russian War was yet concluded, and whether China was an English colony. He knew not that we were a sea-girt isle, nor that we possessed other ships than those petty merchant vessels which traded with Barcelona. He was equally curious and informed touching our literary institutions. He knew that our sovereign was by title Empress, and that we possessed great landowners like those of Andorre. But of an Indian Empire or a free Parliament he had never heard; nor had Lords and Commons made themselves known between those ridges of the Pyrenees. But one English name vaguely dwelt in proud individuality in Andorre, and on that name the whole interest of the republican functionary was fixed. “Je n’ai jamais entendu,” he demanded at length, “ni de votre chambre des pairs, ni de votre chambre des députés: mais qui est ce grand homme Pal—mèr—ston?” Here was certainly triumph of individual over collective and even traditional fame. The name of Lord Palmerston had been heard by the chief of an independent government to whom the two most illustrious assemblies of Europe were unknown.—*Edinburgh Review*.

IV. Papers relating to Railways.

1. RAILROADS IN CANADA.

Persons who are fond of dwelling on the dark-side of a subject; whose writings, speeches, and conversations are eminently calculated to make one miserable, have never done lamenting the existence of the public debt; but they never by any chance drop a hint that we have something equally substantial and indispensable to shew for our money. We have over 1,000 miles of interior navigation to improve. Costly canals had to be dug, harbors to be constructed, lakes to be deepened, lighthouses to be built, rivers to be straightened, and rapids so formidable that they seemed to defy navigation, to be rendered harmless. All this had to be done upon water. Upon land, common roads had to be made, and bridges to be constructed over an infinity of rivers, creeks and streams. For the convenience of the lumbering trade, which employs some 25,000 men, booms and slides had to be constructed. In respect to railroads, too, we have done more than any other country of equal population. Canada has more railroads than Ireland, with its 6,000,000 or 7,000,000 inhabitants; it has more than Scotland, with all its enterprise and capital, and iron and manufactures; more than any one of the New England States, which were settled a century and a half before Upper Canada, though these States are not wanting in enterprise or wealth; more than the three Atlantic states of New Jersey, Delaware, and Maryland.

Besides the railroads within the Province, others beyond the opposite Sarnia, to Detroit; and the Great Western has aided the Detroit and Milwaukee line by a loan. Nearly every one of these roads has received government assistance, either directly or indirectly. The Grand Trunk, the Great Western and the Northern have been directly aided by government loans; and the Buffalo and Lake Huron, the London and Port Stanley, the Erie and Ontario, the Cobourg and Peterboro'; and the Port Hope and Lindsay have all been aided by loan raised on the credit of the Consolidated frontier have been built and aided by Companies organized in Canada. The Grand Trunk Company has built 59 miles of an extension, within the State of Michigan, from the river Ste. Claire, Municipal Loan Fund.—*Leader*.

The following is a list of railroads in Canada, chiefly compiled from the late Railway Report of Samuel Keefer, Esq. :—

	MILES.
The Grand Trunk (in Canada)	873
The Great Western, and Branches	345
The Buffalo and Lake Huron	162
The Northern	95
The Montreal and Champlain (in Canada).....	82
The Port Hope, Lindsay, and Beaverton	60
The Prescott and Ottawa	54
The Brockville and Ottawa	63
The Cobourg and Peterboro'.....	28
The Welland.....	25
The London and Port Stanley	24
The Erie and Ontario	17
The Grenville and Carrillon.....	13
The St. Lawrence and Industrie.....	12
The Stanstead, Shefford, and Chambly	45
Arthabaska and Three Rivers Railway.....	35
Continuations of Canadian Railways in the U. S. ...	227

Total miles of railway actually open..... 2,160

2. RAILROADS IN CANADA IN 1858 AND 1862.

At the end of 1858, there were in Canada 1614 miles of railway. Since then, 249 miles were completed in 1859, and 29 miles in 1860; so that on the 1st January, 1861, there were 1881 miles of railway, and on the 1st of January, 1862, 1933 miles of railway in operation in Canada, under sixteen different corporations. To these ought perhaps to be added 227 miles worked in the United States by the Canadian companies, viz., from Port Sarnia and Detroit, 59 miles; and from the Canada boundary to Portland, 168.—Total, 2160 miles.

3. RAILWAY EXPLORATION IN THE LOWER PROVINCES.

The exploration for the continuation of the St. Andrew's Road to the Canadian frontier, and for a connection with the Grand Trunk at River du Loup, of which we have already spoken, has advanced so far that we are enabled to announce that a satisfactory line has been found throughout the greater portion of the whole distance from the Murquart to the St. Lawrence. The point at which the greatest difficulty was anticipated and about which serious doubts were first entertained, was, of course, the crossing the height of land separating the valley of the St. Lawrence from that of the St. John. Of this obstruction Major Robinson thus speaks in his celebrated report :

“The fifth and last obstacle to be overcome, and which cannot be avoided by any of the routes, is the mountain range running along the whole course of the River St. Lawrence in a very irregular line, but at an average distance off from it of about twenty miles. It occupies with its spurs and branches a large portion of the space between the St. Lawrence and the Restigouche rivers. The rocks and strata composing the range are of the same character and kind as the Tobique range. The tops of the mountains are as elevated in the one range as in the other.

“The exploring parties failed in finding a line through this range to join on to the direct line through New Brunswick, but succeeded in carrying on the Eastern or Bay Chaleurs route, owing to the fortunate intervention of the valley of Matapedia River.

“The line which was tried and failed, was across from the Trois Pistoles River by the head of Green River, and down the Pseudy, or some of the streams in that part running into the Restigouche River. A favourable line from the Trois Pistoles was ascertained along the Eagle Lake and Torcadi River, as far as the Rimouski, and it is probable that, by ascending this river, and descending the Kedgwick River, this line, route No. 4, could be completed.

“But it is not probable that it could compete in favourable grades with the Matapedia.”

This "direct line" of which Major Robinson speaks above is described amongst the other four routes in the commencement of his report.

"Commencing at the harbor of Whitehaven, near Canso, at the north eastern extremity of Nova Scotia, thence along the Atlantic coast to County Harbor and valley of the River Ste. Mary, thence by or near to Pictou and along the northern shore to Bay Verte.

From Bay Verte to or near the Bend of Pettitcodiac, thence across to Boistown, and northerly to the Restigouche River, crossing it several miles to the east of the Grand Falls.

"From thence by the most direct and practical course to the Trois Pistoles River and along the right bank of the St. Lawrence to Quebec."

Of course with anything but the New Brunswick portion of this route we have now nothing to do. Since Major Robinson wrote his report, the 31st of August, 1848, Nova Scotia has commenced her Railway lines and is far advanced with them. So far the question of route is decided. We have to deal only with New Brunswick; and in New Brunswick there are at this day probably but two routes which will be considered.

One is the North Shore route, as described by Major Robinson, as follows: "From Bay Verte to Shediac, thence by a north westerly course, crossing the Rivers Richibucto and Miramichi above the flow of the tide, so as not to interfere with the navigation. Then by the Northwestern Miramichi to Bathurst, on the Bay Chaleurs, along the coast of this Bay to the Restigouche River, and by it and by the Valley of the Matapedia to the St. Lawrence, and by the right bank of the St. Lawrence to Quebec."

The other route would be to take advantage of the roads already built, connecting the St. John and Shediac Road with the St. Andrews and Woodstock road, carrying the latter to the East bank of the River St. John, and continuing it on to the Riviere du Loup.

By the North Shore route Major Robinson finds a gap through the mountain range between us and the St. Lawrence; by the "direct line," he finds none, and of course this applies to the route which we have indicated up the valley of the St. John. We need scarcely say that the obstruction has always been urged strongly against the Western route.

That argument is now removed. We are informed on excellent authority that Mr. Rubridge, who had charge of the exploration on the part of the Grand Trunk, has completed it, and returned home to report his success.

The route pointed out to us as that found feasible is by the east side of Lake Temiscouta, thence by the Tuladi lakes, and the stream on which they lie, and thence by a branch of the Trois Pistoles into the valley of that stream, and thence to the St. Lawrence.

That this project of carrying the continuation of the St. Andrews road across the river and forward on its East banks and the discovery of the line above described, puts a thoroughly new face on the question of the route of the International line, and places the St. Andrews road before the country in an entirely new character, we shall, we think, be able to shew in future articles.—*Woodstock, N. B. Journal, Dec. 12.*

4. HISTORICAL SKETCH OF THE HALIFAX AND QUEBEC RAILWAY.

In 1838, on the establishment of Transatlantic Steam Navigation, Lord Melbourne's administration directed Lord Durham to report upon the best mode of opening up a communication between Halifax and Quebec.

In 1839, Lord Durham, in his Report on British North America, strongly urged the construction of a railway.

In 1843, a survey for a military road was made at the instance of the Home Government, but afterwards abandoned in favour of a railway.

In 1846, the Right Hon. W. E. Gladstone, the present Chancellor of the Exchequer, then Secretary of State for the Colonies, organised a survey for a railway by Royal Engineers.

In 1848 that survey was completed; and the Report thereon, by Major Robinson and Captain Henderson, was presented to Parliament in February, 1849.

Canada, New Brunswick, and Nova Scotia, contributed £30,000 to expenses of that survey.

In 1851, Lord John Russell's administration, through Lord Grey, the Colonial Minister, in a despatch to the Governor General of British North America, dated the 14th of March of that year, pledged the Imperial guarantee, or to advance the money from the British Treasury, on an estimate that the line would cost £5,000,000 sterling.

In 1852 that pledge was renewed by Lord Derby's administration, but fell into abeyance on a question of route; but the pledge has never been withdrawn.

Canada has since that time made 2,000 miles of railway westward

from Quebec, and also 114 miles of the line from Quebec towards Halifax; New Brunswick has also made 110 miles of the line extending from Shediac to St. John; and Nova Scotia has made 60 miles of the line extending from Halifax to Truro, and a branch line to Windsor of 38 miles.

The length of line remaining to be constructed is 350 miles, and which can be fully completed and equipped for £3,000,000 sterling.

In the autumn of 1858, Canada, New Brunswick, and Nova Scotia, made joint application to the Imperial Government, expressing their inability to complete the undertaking without Imperial aid.

Canada, New Brunswick, and Nova Scotia have granted to Her Majesty £60,000 per annum, and all the ungranted lands within ten miles on either side of the line, and a free right of way through all private property, providing Her Majesty's Government will, by themselves, or through the instrumentality of a private Company, complete the railway.

Her Majesty's Government are asked to give £80,000 per annum for the carriage of the mails, military stores, and troops between Halifax and Quebec, and with that and the provincial grant guaranteed for a series of years, by the Imperial Government, the necessary capital can be raised to complete the railway.

Against the foregoing sum of £60,000, the Governments of Canada, New Brunswick, and Nova Scotia, estimate a saving to the Imperial Treasury of £70,000 per annum, exclusive of the great saving the railway would effect in the Imperial Military expenditure, which amounts at present to about £420,000 a year.

Upwards of £20,000,000 of British capital, invested in Canadian railways, is in great jeopardy, owing to the want of access to and from the Atlantic through British Territory.

The Grand Trunk Railway was constructed on the distinct assurance that the line would be continued through New Brunswick and Nova Scotia to the Atlantic by the Imperial and Provincial Governments.

Canada during last Session, and New Brunswick and Nova Scotia have, during the present Session of their several Parliaments, unanimously passed joint addresses to Her Majesty from both branches of their several Legislatures, asking for such aid as will secure the immediate construction of this railway.—*Mr. Nelson's Report, July, 1861.*

5. INTERESTING RAILWAY STATISTICS.

The following curious calculations, showing the importance of railways as an aid to agriculture, are extracted from a recent American lecture:—

RAILROADS AS AIDS TO AGRICULTURE.—From a copy of an address on this subject we give a most interesting extract:—"In this connection, the means of transportation enjoyed in our day are worthy of remark. The improved sailing vessels, the steamer, and even the common waggon, are each and all superior to any machine known before the present century. Their importance in the production and distribution of wealth is so great, that an adequate statement would seem fabulous. But I can only mention particulars of one branch of our transporting machinery—the railroads, which are now become to the internal industry and commerce of the country and agency of incalculable value.

"Six years ago, in addressing the people of a portion of this State on the advantages and growth of railroads, it seemed extravagance when I predicted that thirty thousand miles of railroad would be made in the United States by 1860; yet railroad authorities now say that the prediction is already history. A late publication, the *Railroad Record*, gives the figures of our present establishment as follows:—

Whole length of railroads—miles	30,000
Fuel consumed yearly—as wood in cords.....	3,000,000
Persons employed of all grades—number	80,000
Locomotives—number.....	6,000
Passenger cars—number.....	5,000
Freight cars—number.....	80,000
Aggregate cost of railroads	\$1,175,000,000
Gross annual revenue	\$ 120,000,000

For labour and materials alone, the annual outlays of these roads are told by millions. Eighty thousand employees, at an average of only one dollar a day each, take twenty-five millions a year in wages. These employees may be taken to represent each a family of four persons; giving some three hundred and twenty thousand persons dependent on the railroads for subsistence—one-tenth as many people as all the colonies had in the Revolution. The meat and bread alone of this army are estimated at from ten to twenty millions of dollars a year going to the farmers. The annual outlay for locomotives is about ten millions, and for cars about five millions more; so that the three items of wages, engines and cars, amount to forty millions of dollars a year! For timber, iron, paints, mechanical

aid, &c., in keeping up the roads, millions more are paid, going to the farmers, the merchants, and the mechanic. The fuel alone, estimated as wood in cords, requires a yearly outlay of about six millions of dollars; and at fifty cords to the acre it would require 60,000 acres each year to supply the demand—nearly three six-mile square townships. Part of the fuel, however, is coal; but agriculture feeds the miners and grows the materials to clothe them and to light the underground chambers where they work. It is difficult to conceive of the magnitude of this railroad system. The track laid in the United States is more than long enough to reach round the globe. You might imagine it an iron equator belting the earth, with enough left over for a lateral branch to the North Pole! Or, you may imagine the diurnal rotation of the earth checked for a moment, and this length of railroad set up on end, pointing towards the moon, and it would reach one eighth of the distance to that luminary! The 6,000 locomotives, end to end, would reach fifty miles—say from St. Louis to South Point; and the 5,000 passenger cars would extend to Osage. The 80,000 freight cars, end to end, would reach about six hundred miles—say from St. Louis to Independence and back again. Coupled in a line the locomotives and cars of all kinds would more than reach from St. Louis to Pittsburgh; and if they were all moved forward in procession, at the rate of 60 miles an hour—faster than the average flight of birds—it would require a long summer day for the train to pass any one! What a wondrous and sublime mass of mechanical achievement! and all the creation of about thirty-five years! in a country where different sections now threaten to overturn the Government! What are the Pyramids, the Appian Way, of the Chinese Wall in comparison?

"Suppose these 6,000 locomotives all assembled in a field—their black bodies covering about sixty acres of ground, and then—all to whistle at once! What an anthem to civilization! the *Te Deum* of labour, art, and science! the psalm of progress! But the interesting facts to agriculture are these: that the railroads carry crops to market, and bring merchandize in return; that they economize the time of the people by rapid journeys; and that the human force operating the vast concern must have food and raiment supplied by agriculture. With the extension of agriculture by new and enlarged farms, and better culture, these roads will increase; new lines, new tracks, more tracks, more cars, and a larger number of employees, will inevitably follow. Consumption of farm products will be immensely increased. For transporting facilities create markets; and they not only insure to the farmer better prices for what he sells, but bring to him cheaper what he buys."—*Amer. R. R. Review*.

6. RAILWAYS IN THE UNITED KINGDOM.

Ten thousand four hundred and forty-three miles of railway were open in the United Kingdom of Great Britain at the close of last year. One hundred and sixty-three millions four hundred and thirty-five thousand six hundred and seventy-eight passengers, besides forty-seven thousand eight hundred and ninety-four holders of season tickets, travelled by railway during the course of the year, giving an average of nearly six journeys for every person in the kingdom.

V. Papers on Practical Education.

1. PRIZES—APPROVED MODE OF SCHOOL EXAMINATION.

A person writes to ask which is the best and fairest mode of awarding School prizes. His query having been referred to the Head Master of the U. C. Normal School for reply, Mr. Robertson gives the following as the result of his experience in such matters. It is the plan adopted in the Normal and Model Schools:—

Prizes or Premiums are best decided by written examinations.

A series of questions on the subject on hand is drawn up and a copy given to each pupil, a sufficient time allowed for answering, and the answer written out in presence of the examiner. The questions are numbered and a numerical value affixed to each. In Arithmetic, Algebra and Geometry, any mistake in an answer deprives it of any value; in other subjects, if the value of the question be (suppose) 8, a partial answer may receive some lower amount, say 3, 5, &c., according to its merits. Let the total values of all the questions amount to some specified sum (usually 100) then the total value of all the answers in any paper will indicate the standing of its writer; complete answers to all the questions will amount to 100 and the highest total will mark the best answer.

A prize in reading may best be awarded by the examiner hearing all read and selecting a few best, then the best of these, &c.

The prize for good conduct may be awarded on the recommendation of the teacher based on his knowledge of the pupils during a

given period. This will be aided materially by the practice of keeping (as should always be done) a careful record of the conduct of each pupil as regards *demerit* marks for lateness, absence or any other neglect of duty.

2. PRESENT INCOMPLETE EXAMINATION OF TEACHERS.

Besides the text book examination, we submit the propriety of something additional. I am aware there is no law enabling the examiner to enforce answers in the department proposed; nor would we insist upon answers where reluctance was obvious—yet we propose the asking of these questions, believing the very asking in many cases would accomplish the end proposed. Among others we propose the following:—

1. Do you think the teacher ought ever to allow himself to use profane or vulgar language either in the presence of his pupils or elsewhere?
2. Should the teacher use tobacco in the school room?
3. Should the teacher always strive to present, in his own person and manners, a model for his pupils?
4. Do you attend the Institutes and Associations (if there be any,) of your County?
5. Do you read any works on the Science of Teaching?
6. Do you read any School or Educational Journals?

We suggest that the mere presentation of these and kindred questions, together with the accompanying remarks of the examiners, will do much toward the end proposed. If any examiner is at a loss as to the *how* of applying these questions, we would suggest the writing of them on the black board, then their reading by the examiner, then the vote by the teachers as a body, a visible vote, so that the teachers might learn the sentiments of their co-labourers.

We submit further, the propriety, yea the necessity, of examining the teacher, in some degree, in the Theory of Teaching. On the *how* to do this, we are not yet quite clear. We are however clear on the sequences; first of which would be the begetting of the conviction in the minds of teachers and patrons, that there is a science in teaching.

Secondly, It would lop, or tend to lop from the profession, the Stepping-Stone-Teachers, viz., those who make teaching a stepping-stone to the other professions. They in general have no *theory* of teaching, hence would not get through this department very safely. This might sometimes cut off the worthy, for which we should be sorry, but usually, the unworthy, a result which both the profession and cause demand.

Without elaborating this last point, we may say that we honestly believe that both the profession and the cause of education demand such examinations. Further, it is our firm belief, that only a few years will elapse until this department will form an essential element in every examination.

Examiners, I am aware there is a very slight difficulty with some of you in carrying out this plan, namely—you are not practical teachers yourselves, hence not very clear in the Science of Teaching. It strikes us, that this will be somewhat in the way, but of course you can put the blame on the County Commissioners who made the appointment. We know one county in which the teachers propose to examine the examiner, and the presumption is, that he will have to "stand from under." It is a pity that County Commissioners will subject their friends to such trials.—H., in *Indiana S. Journal*.

3. DISCIPLINE OUT OF SCHOOL.

In the Vermont Supreme Court it was decided, that though a schoolmaster has in general no right to punish a pupil for misconduct committed after the dismissal of school for the day, and the return of the pupil to his home, yet he may, on the pupil's return to school, punish him for any misbehaviour, though committed out of school, which has a direct and immediate tendency to injure the school, and subvert the master's authority.

4. FOUR GOOD HABITS FOR TEACHERS.

There are four good habits—punctuality, accuracy, steadiness, and despatch. Without the first of these time is wasted; without the second, mistakes the most hurtful to our own credit and interest, and that of others may be committed; without the third nothing can be well done; and without the fourth, opportunities of great advantage are lost which it is impossible to recall.

5. APPRECIATION OF A SCHOOL LIBRARY IN MINTO.

A gentleman in Minto, in a recent letter to the Educational Department, writes as follows: "Annexed is a list of books which the School Trustees of School Section No. 8, Minto, will feel

obliged by your supplying for our School Section Library. We had the same amount a year ago, and they have been well circulated and used with care. The rate-payers at the annual meeting expressed great satisfaction with the Library and desired that it might be increased. I trust we may be able to devote a like sum each year for that purpose, which, with the 100 per cent. you add will soon give us a good library.

6. CAPE TOWN PUBLIC LIBRARY.

The *London Times* of the 22nd ult., states that Sir George Grey, the Governor, has presented his splendid collection of books and manuscripts, valued at \$100,000, to the public Library, at Cape-town. In this *Journal* for June, 1861, we stated that this library was formerly inaugurated by Prince Alfred, while on a visit at the time to the Cape.

7. INTELLIGENCE OF COLORED CHILDREN.

The *N. Y. Independent's* correspondent who writes of Jamaica, informs us that in the mission-schools where the black children are taught, the teachers give uniform testimony that no scholars anywhere are more quick or apt to learn, or more fond of knowledge, or of more retentive memory. In Oberlin College, Ohio, in which black students are admitted and treated without distinction from whites, the class-rolls show that the scholarship of the one is of equal merit with the other. "The colored people," says one of their instructors, "are, as to mind and capacity to learn, just like white folks; when a black man has a certain opportunity, he will improve it as fast as his paler neighbour who has the same opportunity."

VI. Biographical Sketches.

No. 10.—NICHOLAS SPARKS, ESQ., OF OTTAWA.

The death of Nicholas Sparks, Esq., which took place at his late residence in this city, on the 27th ult. has removed from amongst us one of the few that remained of the first settlers of this part of Canada. Having emigrated to this place nearly half a century ago, he spent the greater part of his life here, and during that period was more or less known in the proceedings which have changed the then remote back settlement of the site and vicinity of a city, now the capital of Canada. For several years after his arrival here Mr. Sparks lived in Hull, and was in the employment of the Messrs. Wright. On the 25th of September, 1821, Mr. Sparks purchased Lot C. in concession C, Rideau front in Nepean, 200 acres for £96, from John B. Honey, who had drawn the land as an emigrant settler, and then had been in possession for four years. Mr. Honey's improvements amounted to very little. Mr. Sparks bought it with a view to make a farm, and had it never been converted into any other purpose, there can be no doubt that he would have succeeded in making a good farm of it. Upon that land a very large portion of the city of Ottawa is now built, and the property which Mr. Sparks left to his heir is immensely valuable.

It has been said time and again that Mr. Sparks had been obliged to take the lot against his will in payment of wages due him; but that is utterly wrong. With a view to make a home for himself he purchased the lot and paid for it in gold. The construction of the Rideau Canal and the settlement of the country, caused the property to become the site of a city; and Mr. Sparks, as he grew in years, saw it increase in value. His own shrewdness and good sense enabled him to make a prudent use of the means which he held in his hands, and the advantages which events afforded.

Mr. Sparks was aged 68 years, very nearly the time allotted to human life; but, until a few years back, his strong frame and robust appearance gave promise of his attaining a greater age. After he began to show symptoms of illness, he rapidly declined; and though his demise had been expected, it seemed sudden at last, as each one felt that an old familiar face had departed forever. He was a warm and firm friend, and his word was as good as his bond. He loved honesty, and highly valued those in whom he found it.—*Ottawa Citizen*.

No. 11.—MR. JOHN SCOTT:

Died at Coteau Landing, at the residence of his son-in-law, Mr. Charles C. McFalls, on the 24th December, Sergeant John Scott, late of Her Majesty's 49th Regiment, aged 82 years. He entered the service in 1796, and was discharged at the reduction of the regiment in 1815; was appointed issuer to the Barrack Department and Fort Sergeant at Coteau du Lac, which post he filled until the breaking up of the military establishment in Canada in 1854, after a period of 58 years service. He was in action at Olmsted under

General Sir E. Coote Helder, under General Sir Ralph Abercrombie; at Egmont up Lee under His Royal Highness the late Duke of York; at Copenhagen on board the *Ganges*, 74, under Admiral Nelson; and in North America, where he was actively employed with the regiment in every skirmish and engagement during the war of 1812-14. He was wounded at Queenston Heights, and at Niagara also; was one of the party who carried the gallant Brock to the grave; and formed one of the escort of Lieut. (now) General Winfield Scott, U.S.A., while a prisoner in Canada. He leaves a large family to honor his memory, and who are willing to emulate his deeds in the cause of their Queen and country.—*Brockville Recorder*.

No. 12.—ABSALOM SHADE, ESQ.

The town of Galt has just lost an old and prominent resident. In our last number we mentioned the serious illness of Mr. Shade, from congestion of the lungs. Since then, that gentleman has died, he having expired on Saturday morning. Mr. Shade was upwards of seventy years of age, more than fifty of which he had spent in the County of Waterloo, doing much to assist the progress of Galt, and likewise accumulating a fortune for himself, which, latterly, retired from business, he was enjoying. Mr. Shade was well known throughout the Province as a man of much labor and enterprise, as also, at one time considerably associated with public affairs. He came to Canada, from Pennsylvania, at an early age, and settled in Galt about the year 1816. By trade a mill-wright, he was at once employed by Mr. Dickson, for whom he erected the first mill built in Waterloo. Soon after, he obtained the contract from the Canada Company, of constructing a road from Galt to Guelph. This highway was one of the first accomplished for opening up that portion of the country. Successful in this enterprise, Mr. Shade continued prosperous, got into extensive business for himself, and afterward became the purchaser of a large portion of land, known as the Dickson property, adjoining Galt, which gradually rose in value. In 1836, when Parliamentary constituencies enjoyed a wider range than they do now, Mr. Shade was the successful high Tory candidate for what was then known as West Halton. He was, therefore, member of the celebrated saddle-bags Parliament, but remained a short time only in that sphere of public life. In later times he represented Galt in the old District Council, which sat in Hamilton. In that capacity, Mr. Shade was active and useful. Leaving the Council, he has since that period lived comparatively private. Especially in Galt, and throughout the County of Waterloo, Mr. Shade was highly respected. His loss will be deeply felt in that neighbourhood, where he has always been looked up to as ever willing to participate in anything tending to further the prosperity of the locality to which he was so largely indebted for his success in life.—*Leader*.

No. 13.—REV. WILLIAM MACAULAY HERCHMER, M.A.

We learn that the death of Mr. Herchmer took place at Rock-hurst, near Kingston, on Saturday, the 11th January. Mr. Herchmer was the third son of the late Lawrence Herchmer, Esq., a U. E. loyalist, and for many years one of the leading merchants of Kingston. He was born in that town on the 11th June, 1811, and received the elements of a sound classical education at the Royal Grammar School, under the care of the Rev. George Wilson, M. A., whose labors in the cause of education and of the church are still gratefully remembered in Canada; and latterly, under that of Mr. Baxter, his successor. On leaving school, in the year 1829, being intended for the church, he went to the theological seminary of the Rev. Mr. Brathwaite, at Chambly, Canada East, where he remained about three years. He thence proceeded to England, and entered Queen's College, Oxford, where he renewed his connexion with his friend and former master, who, on his return from Canada, had been preferred to a distinguished post in that seat of learning. In 1835, he took his degree of B. A., and having been admitted to Holy Orders, was appointed to the curacy of Shipton, on the Cherwell, in the Diocese of Oxford. On the recommendation of his friend and fellow-townsmen, the Reverend Robert Cartwright, M. A., he returned to his native town, about the year 1837, and took charge of the Grammar School, in connexion with the chaplaincy of the Provincial Penitentiary, and for several years discharged the duties of those responsible offices in a most satisfactory manner. In 1843, he acceded to the unanimous wish of the congregation of St. George's Church, Kingston, to undertake the assistant ministership of that important parish, vacant by the death of the late excellent Mr. Cartwright. The duties of this parish were extremely arduous, for at that period there was but one church in the town; and in addition to the recent removal of the seat of government to Kingston, the tide of emigration which flowed through it during his incumbency materially increased his labors. The earnest manner in which he devoted himself to his duties, particularly during those fearful

visitations of the emigrant fever, gained for him the admiration of the entire community. Placed in the midst of a wide sphere of usefulness, he did not confine his exertions to the town alone, but zealously improved every opportunity of extending the ministrations of the church to the surrounding townships. His vigorous constitution and active habits enabled him to accomplish much himself, and by pressing into the work those of his brethren who were not fully occupied, he kept up a supply of services at several stations around Kingston, where churches have been subsequently built, and missionaries stationed. His exertions in this respect were the more commendable, inasmuch as he was actuated by a disinterested zeal for his master's cause, for shortly after his return to Canada, the advantageous sale of a portion of his paternal estate placed him in independent circumstances. This good fortune seemed to add vigor to his exertions, and to increase his liberality. Among his benefactions we may mention the donation of £1,000 towards the completion of St. George's Church; a large contribution (said to be between three and four hundred pounds) towards providing a parochial school-house in a neglected district in the town of Kingston, £250 to Trinity College, besides liberal subscriptions to the Church and other Societies; indeed he set an excellent example in this respect to those who like himself have been favored with a liberal share of this world's goods.

Of his kindness of heart and right feeling, the following incident speaks for itself. An uncle of his, engaged in the Indian trade, like many others similarly circumstanced, married a native woman. This gentleman was unfortunately lost on Lake Ontario several years before our late lamented friend was born, leaving a family of several children to be brought up by his widow—which of course was after the Indian custom. The youngest son, a promising young man, became a convert to Methodism, and subsequently a preacher in that Society. On visiting Kingston in that capacity, Mr. Herchmer readily claimed him as his kinsman, received him into his family, and subsequently showed him every attention.

The leading features in Mr. Herchmer's character were, earnestness of purpose, and an unostentatious activity in the performance of his duties; his ministrations were highly acceptable to his hearers, while his kindness of heart rendered him popular among all classes, and among his brethren of the clergy he was held in highest esteem.

No. 14.—JOHN BOSTON, ESQ.

Died, on the 7th ult., at Montreal, John Boston, Esq., for many years Sheriff of Montreal. For many years a lawyer in this city, he was appointed Sheriff of the very extensive district of Montreal, about the time of our civil troubles, and has filled that responsible office with ability, integrity and credit for nearly a quarter of a century. On many occasions Sheriff Boston has shewn himself a public-spirited citizen, and his vigor of body and mind lasted for the three-score and ten years allotted to man.

No. 15.—MR. JOHN W. AUDUBON.

The last of the sons of the celebrated naturalist, Audubon, died at Audubon Park, Washington Heights, near the city of New York, a few days ago. The widow of the elder Audubon survives at the age of 87 years, and still resides on the spot, surrounded by the city, which was a wilderness when she and her husband settled there only as far back as 1833. This last son inherited much of the taste and talent of his father, and was engaged in bringing out a new edition of the Birds of America when arrested by the hand of death.

No. 16.—EX-PRESIDENT JOHN TYLER.

The Hon. John Tyler, whose death is announced, was born in Virginia, in 1790. At the age of twenty-one, he was elected to the Legislature of that State. In 1836, he was chosen Governor; in 1846, he was elected Vice-President as the nominee of the Whig party, and the death of the President, Gen. Harrison, soon after, made him executive head of the nation for the remainder of the term. He has lately lived on his plantation in privacy. He came out of his retirement at the commencement of the present contest, and strove to compromise the disputes but failing, he gave his sympathy and support to the Southerners.

MORTALITY FROM ILL VENTILATION OF SCHOOLS.

In consequence of the ill construction and bad ventilation of the school-houses in and about the city of London, England, seven thousand children, between the ages of five and fifteen years, annually lose their lives.

VII. Miscellaneous.

1. A BOAT SONG FOR THE NAVAL RESERVE.

Lift her along—
Stout hearts and strong!
Let our hearts fall in time
To the rhyme
Of our song.

Old England's mighty seamen,
The masters of the deep,
Have left to us—their sons, my lads—
Their ancient sway to keep;
To make our bright flag honoured
Alike by friend and foe,
As far as Ocean's waters roll—
As far as breezes blow!

Then three cheers for our Queen:
And three cheers for our land:
And three cheers for the hearts that love us—
And three times three
For the British flag,
That floats in the breeze above us!

Give her good way—
Light hearts and gay!
And our oars in their beat
Shall repeat
The old lay!

Old England's mighty vessels
But wait the voice of war,
To spread their grand wings on the gale,
And wake their thunder's roar;
And England's foes again should find,
Amid the battle's smoke,
The same staunch English wooden walls—
The same stout hearts of oak.

Then three cheers for our Queen:
And three cheers for our Land:
And three cheers for the hearts that love us!
And three times three
For the British flag,
That floats in the breeze above us!

Old England's mighty Charter,
It still remains the same:
Oppression still her standard hates—
Still Freedom loves her name!
And calmly still her people
In God repose their trust,
Nor change the Peace they love for War,
Save when that War is just!

Then three cheers for our Queen:
And three cheers for our land:
And three cheers for the hearts that love us!
And three times three
For the British flag,
That floats in the breeze above us!

Lift her along—
Stout hearts and strong!
While our oars in their beat
Still repeat
The old song!

Three cheers for our Queen:
Three cheers for our Land:
Three cheers for the hearts that love us!
And three times three
For the dear old flag,
That floats in the breeze above us!

2. THE QUEEN AS A SCRIPTURE READER AT OSBORNE.

At a recent meeting at Cambridge, on behalf of the Army Scripture Readers and Soldiers' Friend Society, the Rev. H. Huleatt, chaplain of the forces at Aldershot, narrated the following anecdote, which he had received, he said, from one of the actors in the scene: "The incumbent of Osborne had occasion to visit an aged parishioner. Upon his arrival at the house, as he entered the door where the invalid was, he found sitting by the bedside a lady in deep mourning reading the word of God. He was about to retire, when the lady remarked, 'Pray remain. I should not wish the invalid to lose the comfort which a clergyman might afford.'" The lady retired, and the clergyman found lying on the bed a book with texts of Scripture adapted to the sick; and he found that out of that book portions of Scripture had been read by the lady in black. That lady was the Queen of England!"

3. PRINCE ALBERT'S LAST GIFT TO THE QUEEN.

The last gift of Prince Albert to Queen Victoria was "Lesbia," a picture painted by the artist Bouvier, who wished it to be exhibited at the International Exhibition. But the Queen in view of the circumstances of the presentation, cannot part with it even for a short time.

4. ALBERT MEMORIAL FUND.

The total amount of subscriptions to the "Albert Memorial Fund," received at the Mansion-House, London, up to the close of the last mail, was £44,750. The Queen's Committee had held a meeting on the eve of the last mail leaving England. The committee were still in favour of the block of granite in Mull. It has been now cleared to the length of 115 feet, which is eight or ten feet longer than was supposed. A rough specimen has been received in London, and is about to be polished. A polished specimen from Balmoral has been received, but the colour is not so pleasing.

5. THE POET LAUREATE AND THE PRINCE CONSORT.

It is understood that Mr. Alfred Tennyson has received from the Princess Alice a beautiful and touching autograph letter, written by command of her Majesty, expressive of the intense pleasure and consolation which the Queen has derived from the verses prefixed to the new edition of the poet laureate's "Idylls of the King."

6. A BEAUTIFUL CUSTOM.

In a recent visit to the home of the aged parents of a family now widely scattered, I fell in with a letter sent by a son to his mother on his birth-day. It has been the custom of that son, for many years, to send such a letter to the venerated parent on the return of his natal day; and it occurred to me that it was a beautiful custom. There is nothing particularly remarkable in this letter, but in the hope of leading some of your readers to adopt the custom, I transcribe it.—H. C. F., in *The British Mothers' Journal*.

"MY DEAR MOTHER,—I know that you will be looking out for a letter from me about this time and I am not going to disappoint you. Some people scarcely ever observe the return of their birth-day, but let it pass unnoticed and forgotten, like any other day. I confess I can never do this.

"The day usually comes to me like a remembrance of the past. The goodness of the Lord in giving me life and being; in preserving me in my tender infancy and boyhood, and all along up to manhood, I can never, on such a day, fail to call to mind. Then, also, my obligations to my kind parents, especially my mother, who brought me into being, and not without much suffering and anxious concern; these I cannot, I would not forget.

"All this, and much more, passed through my mind this morning and last evening. It may be a pleasure to you to know it. Of course it is out of my power to make suitable returns for this self-sacrifice on your part; but I have often thought that the greatest reward which a parent could ask of a child is a grateful remembrance, and a life of honor, virtue, and usefulness.

"I hope you are not wholly denied this in the case of your children; and especially do I hope that I may so live as to cause you to thank God upon every remembrance of me.

"A child ought to seek the ways of wisdom and well-doing, if from no other motive but to render happy his parents.

"But I will not begin to moralize. I only took up my pen to assure you that you are not forgotten.

"I'm living far from thee, mother,
Far from my happy home;
I've left the land that gave me birth,
In other lands to roam;

And time, since then, has rolled its years,
And marked them on my brow;
Yet I have often thought of THEE—
I'm thinking of thee now."

"Yes! and I shall not cease to do this as long as I think of anything. Surely that is a hard and corrupt heart which wears not fresh upon it the image of her who has been the means of introducing him into the world.

"Clara and the sweet babes would join in kind regards for the 'Old Folks at Home,' and the entire circle of loved ones there.

"May your declining years be peaceful, and your final resting-place the bosom of God.

"As ever,
"YOUR AFFECTIONATE SON."

7. INFLUENCE OF ENGAGING MANNERS.

There are a thousand pretty, engaging little ways, which every person may put on without running the risk of being deemed either affected or foppish. The sweet smile, the quiet, cordial bow, the earnest movement in addressing a friend, or, more especially, a stranger whom one may recommend to our good regards, the enquiring glance, the graceful attention which is so captivating when united with self-possession—these will ensure us the good regards of even a churl. Above all there is a certain softness of manner which should be cultivated, and which, in either man or woman, adds a charm that always entirely compensates for lack of beauty. Politeness is the religion of the heart, as piety is that of the soul. It is good nature in action. It renders whoever may be its object contented and happy under its softening influence. It consists in acts which show their source—the heart.

8. QUALIFICATIONS OF A GOOD EDITOR.

A good editor is, like a general or poet, born, not made. Exercise and experience give facility; but the qualification is innate, or it is never manifested. On the London daily papers, all the great historians, novelists, poets, essayists and writers have been tried, and nearly all have failed. We might say all; for after a display of brilliancy, brief and grand, they died out literally. Their resources were exhausted. "I can," said the late editor of the *Times* to Moore, "find any number of men of genius to write for me, but very seldom one man of common sense. Nearly all successful editors have been men of this description. Campbell, Carlyle, Bulwer, and D'Israeli failed; Barnes, Sterling, Phillips, succeeded; and Delane and Low succeeded. A good editor seldom writes for his paper; he reads, judges, selects, dictates, directs, alters, and combines; and to do this well, he has but little time for composition. To write for a paper is one thing—to edit a paper, another.

9. THE GUARDSMAN'S DEATH.

["Shortly after the *Australasian* left Halifax, one of the Guards died; and on the following morning his remains were carried ashore and interred with the usual solemn and impressive ceremonies."—*Morning Paper*.]

Within the troop-ship's narrow bed,
The noble Guardsman lay,
The hand of death pressed on his head,
To steal his soul away.
And with a mourning, heavy heart,
And tear-bemoistened eye,
His fellow-soldiers stood apart
To see their comrade die.

That Guard had often faced the foe
In warfare's carnage wild,
And on fierce Russia's plains of snow,
At death he'd calmly smiled.
Yet now he bowed his manly head,
And after all he'd past,
Within the troop-ship's narrow bed
The Guardsman breathed his last.

They bore him to the snow-clad shore,
And made him there a tomb,
Near where the ocean's breakers roar,
Where all around is gloom.

They fired a volley o'er his head,
And covered up his breast,
Then left the Guardsman still and dead.
Wrapt in his long, last sleep.

No tomb-stone marks his final home,
No tears are o'er him shed,
No friends shall ever thither roam,
To sorrow o'er his head.
But there, where breakers dash around,
Where fierce the wild winds moan,
Beneath the snow-bemantled ground,
The Guardsman sleeps alone.

HAMILTON, Jan. 18, 1862.

G. R. K.—*Hamilton Spectator*.

VIII. Short Critical Notices of Books.

— **BEAUTIES OF DE QUINCEY.**—Boston: Ticknor & Fields. Toronto: Rollo & Adam.—To the firm of Ticknor & Fields, of Boston, is due the credit of collecting for publication the whole of De Quincey's Works, (which are now being re-printed in England.) Having completed the task, they now supplement it by publishing this handsome volume of his "Beauties." The selections from De Quincey's various works, furnish striking examples of the pathetic and the humorous, the quaint and the ludicrous, the serious and the sublime. De Quincey has long been regarded as one of the masters of the English language; and on the publication of his famous "Confessions of an English Opium Eater," he rose rapidly to that high literary eminence which, by common consent, his writings now occupy. This volume is a welcome addition to our other literary *chefs d'œuvre* of eminent authors.

— **YOUATT ON THE HORSE;** Philadelphia: J. B. Lippincott & Co.—This is a standard book on horses, both in England and in America. The present edition is an 8vo. reprint of the English book, and is well illustrated with engravings. The treatise on *draught*, at the end of the book, is a valuable addition to it.

— **A PASTOR'S SKETCHES;** London: Thomas Nelson & Sons.—This book is a valuable contribution to the religious literature of the day. It embraces a variety of "conversations with anxious inquirers respecting the way of salvation," and is by the Rev. I. S. Spencer, D.D., of New York. The conversations partake largely of the anecdote form, which adds greatly to the interest and popularity of the work.

— **THE FIVE SENSES;** Philadelphia: Lindsay and Blakiston.—This little book by the late Professor Dr. George Wilson, of Edinburgh, was originally published in England under the title of "The Five Gateways to Knowledge," and obtained very great popularity there. It is a most successful attempt to popularise a trite, though otherwise unattractive subject. The treatment although philosophical, is divested of all technicalities, and the book is written with Dr. Wilson's usual freedom of style, clearness and attractiveness.

— **THE KING'S HIGHWAY.** Edinburgh and London: T. Nelson and Sons.—This is one of those handsome juvenile books issued from the prolific press of the Messrs. Nelson and Sons. It is written by the Rev. Richard Newton, D.D., and is designed to illustrate the teachings of the Ten Commandments. The incidents which are interwoven with the illustration of each Commandment, are admirably designed to fix the attention of the young reader on the lesson of the Commandment itself. There are several good engravings in the book.

— **YOUNG FARMER'S MANUAL.** New York: O. W. Saxton & Co.—This is a comprehensive and valuable manual. It details the manipulations of the farm in a plain and intelligible manner, and contains practical directions for laying out a farm, erecting buildings, fences and farm gates; embracing also directions in regard to a farmer's work shop, &c. The author is S. E. Todd, who is himself a practical farmer and apparently well qualified to give the advice he offers. The book contains numerous illustrations.

— **THE UP-RISING OF A GREAT PEOPLE. LIFE OF GEN. SCOTT.** New York: O. Scribner.—These two volumes refer to a connexion which occupies the attention of the nation at present. The "Uprising" is a translation of a French work by Count A. de Gasparin, who from a distance evidently views the great struggle through northern spectacles and in a

couleur de rose light. The book is interesting only as it reflects the views and opinions of many in Europe which are as heartily echoed in most of the Northern States. The Life of Scott is by the Rev. J. T. Headley, and is written in his usual semi-heroic style. In his zeal to make a Napoleon of his hero (p. 172) he does great injustice to the Canadian people engaged in the struggle of 1812 against American ambition and invasion.

IX. Educational Intelligence.

CANADA.

— **LONDON CENTRAL SCHOOL.**—A handsome present of books has been given to the Principal of the Common Schools, J. B. Boyle, Esq., by the senior female division of the Central School. The present was accompanied with an address, to which Mr. Boyle returned an appropriate reply.

— **PORT HOPE UNION SCHOOL.**—At the close of a successful "Exhibition" by the pupils of this school, on the 15th inst., they presented to the Head Master, with a suitable address, an elegant silver ink-stand and cake basket. The following inscription was engraved on the articles: "Presented to John Gordon, Esq., Principal of the Port Hope Grammar and Common School. April, 1862." Mr. Gordon made a very appropriate reply, from which we take the following extract:

"It has been my aim ever since I came amongst you, six years ago, to establish a school here which would afford an education equal to *all* the necessities of the town; and if I have partially succeeded, even in spite of obstacles, much of that success is to be attributed to the reflex influence of your own minds yet, free from the cares, the distractions, and the selfishness of an unsympathising world,—minds thirsting for knowledge *for its own sake*, and not for the instrumental use to which it may be applied in securing for you physical comforts, and worldly position. This estimate of education has ever been the aim of my labors and teachings among you; and no material pledge, no testimonial which you could offer me—no matter how costly in itself, or how beautiful—could be so flattering to my pride as the assurance, coming from yourselves, that I have implanted in your hearts a love for knowledge, and have nursed there a desire to attain it. Cherish and foster that love as your dearest earthly possession, for it is the only earthly love which is without alloy. Through all the vicissitudes of life, it will afford you the means of an enjoyment pure and lasting. Next to religion, it is the best teacher of morality, for, by enthroning intellectual enjoyments, it deprives the grosser pleasures of their charm and their sting. It is, in short, the Heaven-appointed means by which we are enabled to rise above and despise the jealousy, the envy, and the heartlessness of the mere wordling, and to approach somewhat, even here on earth, to that higher and purer state in which we shall hope to be filled with 'all the treasures of wisdom and knowledge,' and where 'we shall know even as we are known.'"

— **KINGSTON COMMON SCHOOLS.**—On Monday last a very interesting incident was witnessed in the Johnson street school in this city. Mr. Thos. Gordon having resigned the charge of that establishment (he having received the appointment of Mathematical Master in the County Grammar School), the pupils whose interests he had in charge, and whom he had so faithfully watched over during the last three years, expressed their attachment, and the parents, through the children, their appreciation of his services, by presenting him with a very handsome tea and coffee silver service, manufactured by Mr. George Spangenberg of this city. About ten A.M., a deputation of the senior pupils, male and female, presented themselves in front of Mr. Gordon; and while the girls bore the presentation service in their hands on a large salver, Master Charles McIntyre read a highly complimentary address. Mr. Gordon then received the present from the hands of the girls, and, though evidently overpowered by his feelings, made an appropriate reply. The Rev. Professor Weir then addressed the children and highly eulogised the school, stating it as his opinion that the pupils in that establishment could, in respect of attainments, compare favourably with any school of a similar character, not only in the Province, but in the Mother Country. The Chairman of the Board of Trustees (Mr. Ford) next addressed the meeting, and, after alluding to the incident which had taken place, said: It affords me much pleasure to witness the regret which you manifest on Mr. Gordon's departure from the school. It is an evidence to me and the other trustees that the best understanding must have existed between you in your relations as pupils and teacher, and which also is evi-

dent from the fact, that while in this condition the strictest order and discipline were maintained, that yet, as far as I am aware, they were maintained without the aid of physical chastisement. No doubt, in the management of a school where 500 pupils were on the roll, and over 400 in daily attendance, there was much that exercised the patience and temper of the teacher; and notwithstanding this heavy responsibility, the progress you have made, and your present attainments, assure us that in the discharge of Mr. Gordon's duties the utmost order, regularity and industry must have prevailed. The Rev. Professor Weir alluded to the trouble of the trustees. In the discharge of our duties as such, the inconvenience and loss of time are the least we have to contend with. We have also to meet the grumbling of those who feel dissatisfied at the expense which we incur while endeavouring to promote your interests; but the prosperity of the schools, the progress of the pupils, the efficiency of the teachers, and the consciousness of our endeavors faithfully to discharge the duties, as well as the hearty approval of all who are capable of judging in these matters—these are all to us a sufficient recompense for our loss of time and inconvenience. Any one who would enter our schools in this city at the present time, and remember what they were six or seven years ago, must be struck at the improvements in our whole economy. Instead of hovels which would disgrace any civilized community, we are yearly attaining to the possession of first-class buildings, and those furnished liberally with the necessary apparatus, while at the same time a due regard is observed for the moneys of the poor tax-payers, from whose hard earnings all these provisions are made. And now allow me, said he, to congratulate you on your great advantages. In all probability some of those who now hear me will be the successful competitors for the ten scholarships given by the University at the Grammar School. To those of you who may not succeed, let the success of the others act as an incentive to further diligence, and remember that such is the happy arrangement existing in educational matters in this country, that the poor man's son's opportunity for a first-class education is as good as that possessed by the rich—talent being the only condition required. Your success in the Common School will ensure your admission to the Grammar School. Your success in the Grammar School will introduce you to the Queen's College University; and thus from those who now hear me Canada will at some future day receive a fair proportion of those who are to represent her in the Pulpit, in the Senate, and at the Bar. Show that you appreciate your advantages by the attention you pay to your studies, and I feel satisfied that Kingston will at no distant day occupy the proudest position in educational matters of any city in the Province.—The chairman then introduced Mr. McKee, the new Principal, promoted from the Wellington street department. Doctor Lavell made some very happy remarks, and the proceedings were closed by the Rev. Professor Weir with the benediction.—*Kingston Daily News*.

—**KINGSTON GRAMMAR SCHOOL.**—A new scholarship from the City Common Schools to the Grammar School has just been founded through the joint liberality of the respective heads of these educational departments, Thomas Kirkpatrick, Esq., and Wm. Ford, Esq. The scholarship is tenable for two years, and the value to the successful competitor is \$60. The system thus inaugurated should afford a great stimulus to the youth in our Common Schools.

—**UNIVERSITY OF QUEEN'S COLLEGE.—MEDICAL FACULTY.**—This afternoon, shortly after two o'clock, the Medical Faculty of Queen's College, and many of the other professors, met in the Convocation Hall, there to grant degrees to such students as merited them, and to report the names of those who had passed their primary examination. After prayer had been offered up by Dr. Leitch, the conferring of the degrees took place. The names of the successful Doctors of Medicine were pronounced singly by Professor Lawson, while Dr. Leitch placed the cap upon their heads. Their names are:—John D. Kellock, with honors; William Black, P. K. Brannigan, T. F. Chamberlain, B. W. Day, David Hamilton, A. H. Johnston, A. McPherson, H. Skinner, H. Spencer, W. J. Switzer, Robt. Thibodo, Robt. Tracy, A. McKenzie, D. Young, and R. W. Meadows. The names of those who have passed the necessary examination for degrees, but could not hold them by reason of their being under 21 years of age, are:—A. Moore, J. Nichol, and J. A. McDonell. The following gentlemen passed their primary examination:—A. K. Aylsworth, James Beckett, J. Bigham, Wm. Black, A. T. C. Comer, T. M. Fenwick, R. B. Ferguson, E. G. Ferguson, R. B. Ingersoll, J. F. Irwin, C. A. R. Kincaid, J. McCammon, T. F. McLean, J. B. Ruttan, J. Sullivan, and H. P. Yeomans. After the ceremony had taken place, the chairman read an excellent address to the students, pointing out what their duties were, and what stand he expected

them to take in their profession. The students who had gained degrees then, at the request of the chairman, ascended the platform amid much applause and received the congratulations of the different professors and physicians. A hymn was then sung, Dr. Leitch again offered up a prayer, and the Convocation broke up.—*Kingston Whig*, March 26.

—**A GYMNASIUM.**—The Governors of McGill College have taken the preliminary steps, in conjunction with the Montreal Gymnastic Club, towards erecting an excellent Gymnasium, fitted up with all the usual appliances for strengthening the human frame. The students and the High School boys are to enjoy its advantages at nominal fee, while the members of the Gymnasium will do so at a rate far below what is usual in parts of this continent. These results have been gained by the liberality of the Governors of the College, in furnishing the site in the High-School playground; and in advancing the funds for the building, while the Club engages to pay eight per cent. on the building-cost, or £80 a-year for five years. The benefit which this building must be to the people of Montreal, present and future, cannot be measured in money, as a single glance at the lively scene presented there every evening will testify. Its situation is central and far from the proximity of temptations which might environ almost any other, whilst warmth within the building and other comforts are, we believe, attended to.

GREAT BRITAIN.

—**CHANCELLOR OF CAMBRIDGE UNIVERSITY.**—The Duke of Devonshire who has succeeded the late lamented Prince Consort as Chancellor of Cambridge University, was educated at Trinity College there, and was second wrangler in 1829.

—**ETON COLLEGE.**—New school-rooms, costing £10,000, are to be erected by private subscription in Eton College. The Queen has given £100, and Prince Albert gave £50 to the fund.

—**CAMBRIDGE PRIZE POEM.**—The death of the Prince Consort is to be the subject of a prize poem, for which the new Chancellor of the University of Cambridge offers a gold medal.

—**ORONHYATEKHA,** a Mohawk Indian, 21 years of age, sailed recently for Liverpool, on his way to Oxford, England, to finish his education. Or-onhyatekha is from the Reservation of the Six Nations near Brantford, upon the Grand River, Canada West. For two years past he has been a member of Kenyon College, Ohio, and upon the late visit of the Prince of Wales, the royal party became much interested in him. He has now gone out under the auspices of Henry L. Ackland, M. D., F. R. S., late physician to the royal party, and then and now Regius Professor of Medicine in Oxford University. On his arrival at Oxford he will enter immediately upon his studies.

—**GLASGOW UNIVERSITY.**—Alexander Smith, author of "Edwin of Deira," &c., is a candidate for the new chair of English Literature in the University of Glasgow.

—**QUEEN'S COLLEGES, IRELAND.**—Sir Robert Peel, the newly elected Chief Secretary for Ireland, has most liberally promised to endow a scholarship at each of the three Colleges of the Queen's University, Ireland, for five years. An influential deputation has also waited upon Sir Robert, to ask his aid in establishing a fourth Queen's College at Dublin. Of this proposition it is rumoured that Trinity College, Dublin, has shown some jealousy. *A propos* of this the Irish correspondent of the *Times* writes:—Assuredly, Trinity College has no reason to be jealous of the Queen's University, either on the ground of success or revenue. The *Morning News* gives the Roman Catholic view of the Dublin University, stating that 12 of the States of Europe have smaller territory than the corporation of Trinity College; that her estates extend through 17 counties in four provinces, and contain 199,578 statute acres—1 per cent. of the whole surface of Ireland—which, if enclosed with a ring fence, would form a circle of more than 200 miles in circumference; that a Royal Commission returns the poor-law valuation of these vast estates at £92,860 a year, and the average annual amount of fines alone for the renewal of short leases sometimes reaches £9,000—a sum in excess of the endowment of several distinguished Universities in Europe; that some of her senior Fellows enjoy incomes higher than Cabinet ministers, and many of her tutors have revenues above those of Cardinals, while junior fellows of a few years' standing frequently decline some of her 31 church livings, with incomes that would shame the poverty of scores of Roman Catholic Archbishops; and that some of her chairs are vacated only for

the Episcopal Bench. She has 70 foundation, and 16 non-foundation scholarships, 80 sizarships, 14 studentships, and 117 permanent exhibitions, amounting to £2,000 per annum, of which only studentships, sizarships, and non-foundationships are available for Roman Catholics, Presbyterians, and other Dissenters. Yet only 16 students out of 4,000,000 Roman Catholics, and only 12 out of half a million of Presbyterians, are found among her *alumni*. A corporation so circumstanced should be slow to encourage an agitation against the Government because its extension of academic education to the mass of the middle classes, including the members of the Established Church itself, who form one third of the students of the Queen's University. "We believe we are right in saying, that the revenues of Trinity and St. John's alone at Cambridge, amount to very nearly as much as the income of the Irish University.—*Educational Times*.

— **ROMAN CATHOLIC UNIVERSITY, DUBLIN.**—The liberal aid offered to the Queen's Colleges by Sir Robert Peel has stimulated the zeal of a Roman Catholic gentleman in Dublin, who has given £100 a year for the next ten years for five scholarships in the Catholic University. Dr. Woodlock, the rector, in acknowledging the gift, expresses a hope that others will follow the example thus set.

COLONIAL.

— **THE UNIVERSITY OF NEW BRUNSWICK**, established under an Act which received Her Majesty's assent in January, 1860, is now in successful operation. The University is under the Government of a Senate, appointed by the Governor in Council, and comprises what was formerly known as King's College, but now absorbed into the New University. The Endemia, or festival in honour of the founders and benefactors of the University, was celebrated in June last, in presence of the Governor and the various Colonial authorities.

IX Literary and Scientific Intelligence.

— **THE ERUPTION OF VESUVIUS.**—The correspondent of the *Times*, writing from Naples on December 24, says:—"Since Sunday morning Vesuvius has been in a state of more violent eruption than ever. It was about noon, or a short time before, that we saw the cloud of smoke and ashes rise higher and higher; and though at Naples we perceived no other indication of its increased activity, at Torre de l'Annunziata there was a violent shock of earthquake, which spread consternation among the people. Those who were in church rushed out, many losing their prayer-books, and one lady, as I am informed, being crushed to death. Towards evening the eruption had attained gigantic proportions, and yesterday morning when we rose, the mountain, sky and bay were completely enveloped in a cloud of smoke. A north-east wind, accompanied with a slight drizzle at intervals, brought over the city a shower of sand, which splashed against our windows and covered our streets; and, when the drizzle had ceased, the ashes fell, on our coats, and penetrated into our houses, sensibly affecting the eyes. You may judge of the quantity of ashes that were thrown out when I tell you that the Exmouth, which lies about a quarter of a mile out, was covered with a coat of wet ashes and that the officer on guard during the night was compelled to take shelter under the poop. It was my intention to go over to Torre yesterday evening, but I do so before I despatch my letter, and if so, I will send you fresh details. At this distance everything is wrapped in a cloud of mystery, but it is pretty evident that another large crater has been formed at the foot of the old crater, and to the right of the Hermitage. The necessities of the people are very great, but funds are coming in, and the authorities are indefatigable in relieving suffering and in providing work for the thousands who are thrown out of employment. I cannot but contrast the honest administration of the supplies on this occasion with the speculation which was practiced on the occasion of the great earthquake in Potenza. Nearly a million of ducats were collected at that time, of which a third was devoted to the restoration of the churches, a third was given to the religious houses, and that the other third was swallowed up by God knows whom—certainly the sufferers did not get it.

— **PRINCE NAPOLEON'S LIBRARY DONATIONS.**—A late number of the *Quebec Canadian*, states, on the authority of a Paris letter, that Prince Napoleon has selected a number of very rare and interesting works, in all

some thirty-four volumes, intended as a donation to the Parliamentary Library of Canada, and to be forwarded shortly. The collection is said to include a copy of the "Correspondence of Napoleon the First," published by order of the Emperor. The President of the Canadian Institute of Montreal, has also received, through the medium of Baron Gaulde-Boilleau, French Consul at this port, a case containing one hundred and fifty-six volumes of rare and interesting works, being a present from His Imperial Highness, Prince Napoleon, to the Institute.

— **THE PRINCE IMPERIAL OF FRANCE**, though only five years and a half old, already speaks three foreign languages—English, German, and Italian. M. Thiers has been spoken of as one of the future schoolmasters of the Prince.

— **FRENCH COMMERCIAL DICTIONARY.**—A valuable work has been brought to a conclusion in Paris. It is entitled "A Universal Dictionary of Commerce and Navigation."

— **A STATUE OF ESCULAPIUS** has been unearthed near Tivoli. It is said to be a master-piece of sculpture, and when discovered, only an arm was wanting, and this limb was subsequently found.

LONDON PNEUMATIC DESPATCH COMPANY.—Some experiments on a rather large scale have been made on the right bank of the Thames and immediately below the railway-bridge, Battersea, with a view to testing the efficiency of the novel mode of transmitting goods and parcels proposed by the Pneumatic Despatch Company. The mechanical arrangements in connection with the experimental line of cast-iron tubing—which, like a huge black snake, stretches for more than a quarter of a mile along the river side—are few and simple.

— **ELECTRIC CABLE BETWEEN AFRICA AND EUROPE.**—The submersion of the cable between Africa and France has solved the question as to the great obstacle to be met in this kind of enterprise, and has set the scientific world at work in the research of means to overcome it. This obstacle resides in the weight of the cable, and its want of elasticity. It has been ascertained that at the depth of between two and three thousand yards the wires would break by their own weight. If to this we add the tossing and pulling produced by the motion of the ship on the sea, we must come to the conclusion that a far lesser depth can cause the rupture of the cable, and defeat in a second the whole operations. The French have been obliged to struggle at their own expense against these obstacles, and it is but by dint of repeated attempts that they have succeeded. Three expeditions were sent, one after the other; the first two were unsuccessful, and lost two cables. The third succeeded; but only by giving up the original line and by making an angle westward, in the direction of Spain, so as to avoid too great depths. Formerly, the line was direct from Toulon to Algiers—about six hundred miles—through the Balearic Islands; now, the cable runs from Toulon to Port Vendres, in the Pyrenees, thence to Mahon, and from Mahon to Algiers. The English and French *savans* are busy in finding a kind of cable uniting lightness to flexibility. Mr. Bovett, a Captain of the English navy, has imagined a very light cable, covered with hemp, and Dr. Evans, a well known American, residing in France, has added to it so many improvements that they may, in themselves, be looked upon as inventions. These labors having been accomplished since the laying of the cable between Africa and Europe by the French, it is hoped that future undertakings of the kind will not have to pass through the same experiments and trials.—*New York Times*.

— **THE ELECTRIC LIGHT.**—The experiments with the electric light which have now been made for a long time past at the Palais Royal, Paris are still continued every evening with increasing success. Lately, instead of two burners fed by divided currents from the magneto-electric machine, one burner, fed by a single current, has been used. It is raised sixteen metres, and illuminates, as with the light of the full moon, the whole square in front of the Palais Royal and the two Rue St. Honoré. Two Hyperbolical reflectors—one above the light, the other below—increase and diffuse the light. By certain improvements in the prisms or cylinders, of artificial carbon, which are used in the production of light, U. Currier is now able to make electric lamps which will burn five or six hours without requiring any attention. The lamp of M. Serrin, placed before the house of Prince Eugène, also burns brilliantly. M. Serrin has succeeded lately in causing his lamp to burn under water almost as well as in the atmosphere. Thus we may now light the bottoms of rivers, or of the sea, or the bottom of floating vessels, sunken wrecks, the foundations of piers and other submarine structures. It is expected that we shall soon be able to apply this method of illumination in our lighthouses, ships, and generally

on land in our cities and houses. At the Invalides lately, in the presence of Despretz, Babinet, Fousault, and others, a magneto electric machine was worked by one of Lenoir's lately invented gas engines of 3-horse power. By this means a strong electric current was generated, and M. Serrin's lamp gave a very brilliant light, equal to two hundred Carcel burners.—*Mechanics' Magazine.*

XVI. Departmental Notices.

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools will be sent direct to the head Masters, upon application to the Department.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, SCHOOL PRIZE BOOKS, ETC.

[Insert Post Office address here.]

SIR,—The [Trustees, or Board of Trustees, if in Towns, &c.] of the School being anxious to provide [Maps, Library Books, or Prize Books, &c.] for the Public Schools in the [Section, Town, or Village, &c.] hereby make application for the &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to for Public Schools. The selected are *bona fide* for the; and the CORPORATION HEREBY PLEDGES ITSELF not to give or dispose of them, nor permit them to be given or disposed of, to the teacher or to any private party, OR FOR ANY PRIVATE PURPOSE WHATSOEVER, but to apply them solely to the purposes above specified in the Schools of the in terms of the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the Station of the Railway, addressed to

IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of*, this day of, 186—.

Amount remitted, \$.....

Trustees must sign their own NAMES. } { Corporate seal to be placed here.
 To the Chief Superintendent of Education, Toronto.

NOTE.—Before the trustees can be supplied, it will be necessary for them to have filled up, signed and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the *one hundred per cent.* will be added to the remittance, and the order, so far as the stock in the Depository will permit made up and despatched. Should the Trustees have no proper

corporate seal, the Department will, on the receipt of *two dollars* additional, have one engraved and sent with the articles ordered.

*If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be NECESSARY TO SEND NOT LESS THAN *five dollars* additional for each class of books, &c., with the proper forms of application for each class.

✎ The *one hundred per cent.* will not be allowed on any sum less than *five dollars*. Text books cannot be furnished on the terms mentioned above: they must be paid for in all, at the net catalogue prices.

POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, and *be open to inspection*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post-office fine of nearly *fifty per cent.* for non-payment.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the Customs duty on copyright books, as may be necessary.

INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which the post marks are very indistinct, or altogether omitted. These marks are often so important, that Postmasters would do well to see that the requirements of the Post-office Department, in relation to stamping the post-mark on letters is carefully attended to.

NO PENSIONS TO COMMON SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "*That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund, in accordance with the preceding regulations of the Council of Public Instruction.

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1. Papers on Meteorology and Climate.

METEOROLOGY OF TORONTO, FOR 1861.*

THE year 1861, with respect to its temperature, exhibited, as a whole, nothing extraordinary, the mean of the year differing from the average of twenty-two years to the extent of only 0°.10 in excess. The monthly means, moreover, did not differ in a marked degree from the means proper to the several months derived from twenty-two years, the average deviation, without regard to sign, being 2°.24; while the average deviation in the whole period of twenty-two years, and referred to the same standard, was 2°.44. If, however, the signs of the deviations be taken into account, it will be seen that the compensations by which the annual mean was maintained, were of the kind that may be styled *unseasonable*, being such as tended to weaken rather than to intensify the distinctive characters of the different parts of the year. Thus, from May to August—comprising the greater part of the year in which the temperature is *above* the yearly mean—the monthly means were relatively *low*; while in February and December, the monthly means were relatively *high*. The depression (3°.9) in the temperature of May, was never exceeded in any May of former years, and was nearly approached only in 1849 and 1851, when in both cases the cold of May was succeeded by unusual warmth in June and July. The abnormal warmth of April served only to aggravate

the evil, by hastening the vegetation that was thrown back by the frosts that followed in May. The bad effects of a generally low summer temperature may perhaps be modified, as regards some plants, by occasional bursts of heat, though they be necessarily balanced by unusually low temperatures at other parts of the season. No such mitigating circumstances occurred in 1861, as the warmest day and the absolutely highest temperature of the year were both considerably below the twenty-two years' average of these quantities.

The hygrometric condition of the summer was not favourable; the mean relative humidity of May, June, and July, being 70 against 74, the twenty-one years' average for these months. But as the temperatures were low, the foregoing numbers do not present so strong a contrast as do the tensions of vapour, which for the same three months were 359 in 1861, and 393 on the average of twenty-one years. The contrast in this respect between 1860 and 1861, was very conspicuous in May, the tension of vapour for this month being more than 41 per cent. greater in 1860 than in 1861.

May and June were 8 per cent. and 16 per cent. less cloudy than is usual in those months; while later in the season, when a bright sun is more in request, clouds were more than 20 per cent. in excess.

The depth of rain, which on the whole year was three inches in defect, was deficient in June and July to the extent of more than an inch and a half. In May, when rain is a hindrance to gardening and agricultural operations, it was rather in excess; while, as before stated, there was a want of that moisture in the air whose presence is favourable to the development of young leaves.

In the following summary, the chief meteorological elements relative to the year 1861, are compared with the average results derived from a series of years, as well as with extreme values that have occurred during the same series:

TEMPERATURE.

	1861.	Average of 22 years.	Extremes in 22 years.	
Mean temperature of the year....	44°22	44°.12	46°.36 (in 1846)	42°.16 (in 1856.)
Warmest month	August.	July.	July 1854	Aug 1860
when mean temp. of month was	65°.48	66°.85	72°.47	64°.46
Coldest month.....	January.	February	Jan. 1857	Feb. 1848
when mean temp. of month was	19°.86	22°.98	12°.75	28°.60
Difference between the warmest and coldest months.....	45°.62	43°.87		

* By G. T. Kingston, Esq., M.A., Director of the Magnetical Observatory of Toronto. From the *Canadian Journal* for March, 1862.

TEMPERATURE—Continued.

	1861.	Average of 22 years.	Extremes in 22 years.	
Mean of deviations of monthly means, from their respective averages of 22 years, signs of deviation being disregarded..	2° .24	2° .44	3° .55 (in 1843 and 1857)	1° .35 (in 1853.)
Month of greatest deviation, without regard to sign.....	Decem'r.	January.	Jan. 1857	
when the monthly mean differed from the 22 years' average of the same month by	5° .0	3° .9	10° .7	
Warmest day	Aug. 3	July 20	July 12 (1845.)	July 31* (1844.)
when the mean of the day was.	74° .20	77° .28	82° .32 Feb. 6, '55	72° .75 Dec. 22 (1842.)
Coldest day	Feb. 7	Jan. 24	Jan 22 '57	14° .38 +9° .57
when the mean of the day was.	-7° .7	-0° .87	99° .2 Aug. 24 (1854.)	82° .4 Aug. 19 (1840.)
Highest temperature.....	87° .8	90° .4	-26° .5 Jan. 26 (1859.)	+1° .9 Jan. 2 (1842.)
which occurred on	June 9	July 22	118° .2 (in 1855.)	87° .0 (in 1847.)
Lowest temperature	-20° .8	-12° .3		
which occurred on	Feb. 8	Jan. 25		
Range of the year.....	108° .6	102° .7		

There were twenty-seven days when the mean temperature of the day differed 12° and upwards from the normal mean of the day. Their distribution among the several months may be seen in the following table :

DISTRIBUTION OF TEMPERATURES.

Mo'ths.	Jan.	Feb.	March.	April.	May.	June.	July.	Aug.	Sept.	Oct.	Nov.	Dec.	Year.
Excess	0	2	2	0	0	2	0	0	0	2	0	6	14
Defect.	6	2	3	0	0	0	0	0	0	0	0	2	13
Total	6	4	5	0	0	2	0	0	0	2	0	8	27

BAROMETER.

	1861.	Average of 18 years.	Extremes in 18 years.	
Mean pressure of the year	29.6008	29.6133	29.6679 (in 1849.)	29.5880 (in 1852.)
Month of highest pressure	December	September	June, 1849	Sept. 1860
when the mean pressure of month was	29.7461	29.6629	29.8030	29.6733
Month of lowest pressure	November	June	March, 1859	Nov. 1849
when the mean pressure of month was	29.5371	29.5624	29.4215	29.5868

	1861.	Average of 9 years.	Extremes in 9 years.	
Maximum pressure of year	30.330	30.372	30.552	30.245
which occurred	{ Jan. 22 } { 7 p.m. }	—	Jan. 1855	Dec. 1854
Minimum pressure of year	28.644	28.592	28.286	28.849
which occurred	{ May 6 } { 10 p.m. }	—	March, 1859	March, 1858
Range of the year.....	1.686	1.780	2.106 (in 1859.)	1.429 (in 1860.)

There were one hundred and three days when the mean pressure of the day differed 0.200 of an inch and upwards, from the adopted normal mean of the day. Their distribution through the year may be seen from the following table :

* The mean temperature of the warmest day in the foregoing table, refers to the twenty-two years average of the warmest days in each year, irrespective of their dates, the average date being simply the arithmetic mean of the several dates measured from any fixed epoch. The same remark applies to the coldest day, and to the maxima and minima of the year. As regards the low temperatures, the averages are derived from the coldest days and lowest temperatures in successive winters, December being considered to belong to the following year.

DISTRIBUTION OF MEAN PRESSURE.

M'ths.	Jan.	Feb.	March.	April.	May.	June.	July.	Aug.	Sept.	Oct.	Nov.	Dec.	Year.
Excess	5	4	5	4	5	1	0	3	2	5	3	9	46
Defect.	6	9	7	6	5	1	3	0	4	6	7	3	75
Total.	11	13	12	10	10	2	3	3	6	11	10	12	103

HUMIDITY.

	1861.	Average of 20 years.	Extremes in 20 years.	
Mean humidity of the year	78	78	82, in 1851	73, in 1858
M'th of greatest humidity	January	January	Jan. 1857	Dec. 1853
when mean humidity of month was	88	83	89	81
Month of least humidity.	May	May	Feb. 1843	April 1849
when the mean of the month was	69	72	58	76

CLOUDS.

	1861.	Average of 9 years.	Extremes in 9 years.	
Mean cloudiness of year.	62	60	62, in 1861	57, in '53 '56
Most cloudy month.....	February	December	{ Dec. '58 } { Dec. '60 } { Feb. '61 }	Dec. 1857
when the mean of the month was	83	75	83	73
Least cloudy month	June	July & Aug.	July, 1853	June, 1861
when the mean of the month was	45	45°	34	45°

WIND.

	1861.	Result of 14 years.	Extremes in 14 years.	
Resultant direction.....	N. 56° W.	N. 60° W.		
Mean result, veloc. in miles	2.11	1.82		
Mean velocity, without regard to direction .	7.47	6.78	{ 8.55 } { in 1860 }	{ 5.10 } { in 1853 }
Month of g'test mean vel.	February	March	March, 1860	Jan. 1848
when m'n velocity was	10.58	8.60	12.41	5.82
Month of least mean vel.	August	July	Aug. 1852	Sept. 1860
when m'n velocity was	4.21	4.91	3.30	5.79

RAIN.

	1861.	Average of 21 years.	Extremes in 21 years.	
Depth in year in inches .	26.995	30.324	{ 43.555 } { in 1843 }	{ 21.505 } { in 1856 }
No. of days when rain fell	136	106	136 in 1861	80 in 1841
Greatest depth in one month fell in	November	September	Sept., 1843	Sept 1848
when it amounted to..	4.294	3.973	9.760	3.115
Rainy days most frequent when their number was	September	June	June, 1857	May, 1841
Greatest depth on one day which fell on	3.132	2.138	3.360	..
Greatest depth in 1 hour which fell between .	Nov. 2nd	..	Oct. 6, 1849	..
	0.41	..	..	..
	1 & 2 A. M.	..	..	..
	Aug. 21st	..	..	..

The distribution of rain through the day, both as regards depth and frequency, is given in the following table derived from an hourly rain gauge in operation from April to November inclusive :

* The average minimum of cloudiness in the second column, is the minimum of the twelve monthly means of nine years, and does not always include the lowest months of each year, as these fall differently in different years. This explains why the highest minimum in the fourth column should be numerically equal to the minimum on the average of nine years.

DEPTH AND FREQUENCY OF RAIN.

PERIODS	6 a.m. to 10 a.m.	10 a.m. to 2 p.m.	2 p.m. to 6 p.m.	6 p.m. to 10 p.m.	10 p.m. to 2 a.m.	2 a.m. to 6 a.m.	Total.
Per centage of depth	9.2	12.7	22.8	23.5	17.9	13.9	100
" frequency	14.0	14.0	17.0	17.7	18.0	19.3	100

SNOW.

	1861.	Average of 19 years & 22 years.	Extremes in 19 years and 22 years.	
Total depth in the year	74.8	61.6	{ 99.0 } { in 1855 }	{ 38.4 } { in 1851 }
No. days which snow fell	76	57	87 in 1859	33 in 1848
Greatest depth in one month fell in	February	February	Feb. 1846	Dec. 1851
when it amounted to ..	29.7	18.0	46.1	10.7
Days of snow were the most frequent in ...	January	December	{ Dec. 1859 }	{ Feb. 1858 }
when their number was	23	13.0	23.0	8
Greatest depth in one day	8 inches	..	..	..
which fell on	Feb. 7th	..	..	..

RAIN AND SNOW (COMBINED.)

Where 10 inches of snow are considered as equivalent to 1 inch of rain.

	1861.	Average of 19 years & 22 years.
Total depth in the year	34.475	36.488
Number of days in which rain or snow fell	200	160*
Greatest depth in one month fell in	November	September
when it amounted to	4.614	3.973
Days of aqueous precipitation most frequent in ..	January	December
when their number was	23	18*

On February 7th, a heavy snow-storm occurred, accompanied by a strong gale and intense cold. At one part of the day, when the temperature was 14°3 below zero, the wind was blowing more than 33 miles an hour, with heavy falling and drifting snow. The temperature afterwards fell to 20°8 below zero, but at that time the gale had subsided.

2. THE CLIMATE OF CANADA.

L'Abbe Ferland, in his History of Canada, shews by a comparison of meteorological records kept here since the earliest settlement of the country, that the climate has undergone no change, as the first colonists imagined it would. The observations of Upper Canada savans establish the same conclusion for the western portion of our country, as we gather from the following report of a conversation at a meeting of the Canadian Institute, Toronto :

Judge HAGARTY.—Do the observations of 20 years shew any permanent change of temperature ?

Professor KINGSTON (of the Meteorological Observatory).—There is no perceptible change as far as I can judge. The figures seem to oscillate, without shewing anything like a secular increase or diminution.

Mr. T. C. KEEFER.—It appears that the variations of mean annual temperature for a period of 22 years are only about four degrees. How does that compare with other countries ?

* These numbers include the cases in which both rain and snow have fallen in the same day, and which have been reckoned both in the rain and in the snow tables.

Prof. KINGSTON.—To the best of my recollection, the fluctuations of mean temperatures in England are much greater.

Mr. KEEFER.—It appears to me that 4 degrees is a very small variation for a period of 20 years, and that it speaks well for the climate of this country.

TABLE A.—METEOROLOGICAL STATIONS AT THE SENIOR COUNTY GRAMMAR SCHOOLS OF UPPER CANADA.

Under the authority of the Consolidated Grammar School Act, a special grant of \$400 per annum is made to each Senior County Grammar School, with participation in the distribution of the General School Fund; provision is also made for the establishment of a Meteorological Station at each of these Senior Schools, and it is declared to be the duty of the Master to make the prescribed Meteorological Returns every month to the Educational Department. Out of the 31 Counties in which Senior County Grammar Schools have been established, only 18* have contributed the necessary sum of half-price to purchase the necessary instruments, and but few of these (as will be seen from the following table) make the returns required by law. Steps, it is hoped, will shortly be taken to enforce the law, or restrict the grant to those Stations only from which returns are received.

Name of Meteorological Station.	No. of months the Station has been established to December, 1861, inclusive.	No. of monthly ab- stracts received at the Education Of- fice, to December, 1861, inclusive.	Character of Abstracts received.		
			Well prepared.	Indiffer- ently prepared.	Badly prepared
1. Niagara ..	48	10	8	2	..
2. Hamilton ..	48	36	33	3	..
3. Belleville ..	48	38	36	2	..
4. Barrie	48	20	20	..	..
5. Chatham ..	48	15	..	11	4
6. Port Sarnia	48	26	26	..	..
7. Milton	47	3	..	..	3
8. Cornwall ..	47	31	31	..	..
9. Guelph ...	40	1	1	..	..
10. Whitby ..	40	36	35	1	..
11. Perth ...	39	10	10	..	..
12. Picton ...	39	22	22	..	..
13. Brantford ..	30	21	19	2	..
14. L'Orignal ..	4	..	..	..	..
15. Stratford ..	17	17	17	..	..
16. Ottawa ..	4	4	4	..	..
17. Woodstock	2	..	..	..	..

TABLE B.—SHEWING THE NUMBER OF MONTHS THAT METEOROLOGICAL ABSTRACTS HAVE BEEN RECEIVED FROM THE DIFFERENT STATIONS, FOR THE YEAR 1861.

Name of Meteorological Station.	When established	Character of Abstracts received.		
		Well prepared.	Indifferen'y prepared.	Badly prepared.
1. †Niagara	1858	8	..	..
2. †Hamilton	1858	11	..	..
3. †Belleville	1858	12	..	..
4. †Barrie	1858	1	..	..
5. †Chatham	1858	..	..	..
6. †Port Sarnia	1858	..	..	..
7. †Milton	1858	..	..	..
8. †Cornwall	1858	11	..	..
9. †Guelph	1858	..	..	..
10. †Whitby	1858	12	..	..
11. †Perth	1858	1	..	..
12. †Picton	1858	11	..	..
13. †Brantford	1859	9	..	..
14. †L'Orignal	1861	..	..	..
15. †Stratford	1860	12	..	..
16. †Ottawa	1861	4	..	..
17. †Woodstock	1862	..	..	..

* Station at Cayuga established February, 1862

† The returns required by law have only been in part, or not at all, received from these Stations during the year 1861.

ABSTRACT OF METEOROLOGICAL OBSERVATIONS MADE AT SOME OF THE SENIOR COUNTY GRAMMAR SCHOOL STATIONS IN UPPER CANADA, DURING THE YEARS 1859, 1860, AND 1861.

(Compiled at the Educational Department, Toronto.)

NOTE.—As the prescribed monthly Meteorological Reports have not been regularly received from the different Stations (see Table A), we are not able to insert a complete abstract for the entire year; we have, however, selected four monthly reports of each year, the calculations in which are actually correct.

1859.	BAROMETER.			TEMPERATURE OF AIR.					WARMEST DAY.		COLDEST DAY.		Humi- dity.	RAIN. No. of Days.	SNOW. No. of Days.	GENERAL REMARKS.
MONTH.	Highest.	Lowest.	Greatest Daily Range.	Highest ° Temper- ature.	Lowest ° Temper- ature.	Greatest ° Daily Range.	Least ° Daily Range.	Date.	Mean ° Temper- ature.	Date.	Mean ° Temper- ature.					
January	29.531	28.414	.458	46.6	-37.0	40.0	1.4	20	40.6	8	-1.0	66	..	9		
June	29.478	28.822	.471	91.1	28.0	42.6	14.1	28	76.4	4	36.6	44	10	..		
August	29.330	28.976	.120	91.6	44.0	37.9	5.4	10	77.9	29	52.8	54	5	..		
October	29.449	28.698	.462	78.3	19.8	28.0	4.6	4	65.9	26	28.8	36	7	2		

1. BARRIE.—REV. W. F. CHECKLEY, B.A., Observer.

1859.		BAROMETER.			TEMPERATURE OF AIR.				WARMEST DAY.		COLDEST DAY.		Humidity.	RAIN.	Snow.	GENERAL REMARKS.
MONTH.		Highest.	Lowest.	Greatest Daily Range.	Highest Temperature.	Lowest Temperature.	Greatest Daily Range.	Least Daily Range.	Date.	Mean Temperature.	Date.	Mean Temperature.	Mean.	No. of Days.	No. of Days.	
2. BELLEVILLE.—A. BURDON, Esq., Observer.																
January	30.292	28.924	.669	46.3	-30.0	36.7	5.0	20	40.1	10	19.1	86	2	7	Aurora on the 29th of April.	
April	29.966	28.980	.531	68.6	20.7	27.3	7.5	30	58.7	5	29.6	69	7	..		
June	29.912	29.288	.452	83.5	33.8	33.9	8.8	27	76.4	4	40.5	76	6	..		
October	29.936	29.064	.596	76.5	17.4	26.4	7.0	4	62.8	26	27.0	78	5	..		
3. CHATHAM.—G. JAMIESON, Esq., Observer.																
January	29.919	28.807	.519	47.5	-16.0	33.0	3.0	20	41.8	10	0.5	79	3	1		
February ...	29.655	28.927	.502	56.2	-1.5	38.6	6.9	19	40.7	7	12.6	80	4	4		
July	29.806	29.062	.301	95.0	40.2	37.5	12.6	18	80.2	5	61.3	72	4	..		
October	29.702	29.049	.404	76.5	21.6	37.9	4.3	13	59.5	27	29.4	75	4	4		
4. CORNWALL.—Rev. H. W. DAVIES, M.A., Observer.																
January	30.523	29.005	.529	49.0	-7.1	38.7	4.1	21	36.6	12	-6.9	71	N.R.	2		
March	30.398	28.491	.596	57.7	-3.8	28.4	3.8	29	45.2	1	7.7	78	6	2		
June	29.987	28.906	.731	78.2	34.2	33.3	7.1	2	70.0	4	42.9	80	5	..		
October	30.103	29.223	.453	77.2	17.7	42.6	6.8	13	63.7	20	20.8	76	3	3		
5. HAMILTON.—A. MACALLUM, Esq., Observer.																
January	30.452	28.888	.667	47.4	-29.7	41.4	4.6	20	45.0	10	-14.4	78	4	2	Two Auroras seen in April.	
April	29.967	28.785	.549	59.5	24.6	27.6	7.6	12	53.7	5	31.9	75	3	4		
June	29.946	29.246	.488	80.5	37.5	33.0	10.5	15	70.5	4	39.6	76	9	..		
October	29.930	29.329	.372	76.7	24.1	40.3	11.3	4	68.7	26	27.0	70	8	2		
6. PERTH.—R. T. LIVINGSTONE, Esq., Observer.																
September...	29.820	28.694	.727	74.2	27.8	35.2	7.0	12	63.2	14	42.7	N.R.	15	1	First Snow on the 14th of Sept., at 7 a.m.	
October	29.779	28.830	.730	73.8	14.6	38.2	10.1	5	62.5	26	23.4	75	7	..		
November ...	29.946	28.744	1.062	63.8	13.4	27.8	8.1	5	51.8	29	18.8	84	N.R.	N.R.		
December ...	30.189	28.924	.825	54.6	-30.2	39.1	6.1	1	41.0	28	19.6	82	N.R.	13		
7. SARNIA.—W. B. EVANS, Esq., M.A., Observer.																
January	29.920	28.715	.605	46.4	-23.6	33.8	3.5	14	39.9	10	-1.0	91	2	4	On April 16th, a white luminous streak was visible in the heavens for about an hour. It was first seen at 8 p.m., extending from E. hor. to Z.; afterwards to W. hor., forming an arch.	
April	29.739	28.586	.576	66.1	24.7	33.9	3.8	11	55.9	4	30.9	91	2	..		
October	29.648	28.969	.450	N.R.	25.5	N.R.	N.R.	5	65.6	26	28.1	92	2	..		
December ...	29.932	28.831	.624	53.9	3.6	35.9	4.1	13	46.6	9	9.7	95	1	7		
8. WHITBY.—WILLIAM McCABE, Esq., Observer.																
January	30.327	29.428	.432	48.8	-22.6	43.2	1.8	21	35.6	11	6.4	72	1	4		
March	30.225	28.413	.364	59.6	16.9	31.8	8.8	28	50.1	1	16.7	78	10	1		
July	30.132	29.291	.408	94.6	53.9	40.8	15.8	12	82.1	26	56.6	76	4	..		
October	30.047	29.132	.703	70.6	21.3	..	..	6	60.1	26	27.7	76	4	..		
NOTE.—No returns were received from four stations during 1859, viz.: Niagara, Milton, Guelph, and Picton.																
1860.																
1. BARRIE.—Rev. W. F. CHECKLEY, B.A., Observer.																
February ...	29.486	28.826	.709	51.6	-30.1	44.6	7.1	22	44.4	10	1.7	62	5	6		
March	29.436	28.571	.368	60.6	-0.3	41.1	13.8	3	42.3	12	13.6	74	2	..		
May	29.357	28.517	.301	89.1	19.8	46.6	10.4	30	65.9	2	42.6	77	7	..		
2. BELLEVILLE.—A. BURDON, Esq., Observer.																
January	30.123	29.222	.662	43.7	-14.4	40.1	8.5	24	38.9	2	-3.8	85	3	8		
February ...	30.101	29.068	.734	48.1	-12.5	38.0	8.6	22	43.9	17	-2.6	86	4	6		
April	30.210	29.025	.957	67.0	14.4	35.8	8.1	30	58.1	2	22.1	69	6	1		
June	29.825	28.993	.369	79.7	49.9	27.2	4.6	28	70.6	9	55.6	76	11	..		
3. BRANTFORD.—D. C. SULLIVAN, Esq., AND OTHERS, Observers.																
June	29.471	28.600	.322	87.5	39.1	38.8	12.1	28	74.7	9	53.6	71	6	..		
July	29.545	28.847	.256	95.0	43.3	38.6	13.1	19	75.8	23	60.1	70	11	..		
August	29.599	28.978	.270	91.0	44.3	41.3	8.6	6	77.6	27	54.8	75	8	..		
October	29.582	28.700	.562	68.0	31.1	27.4	7.6	31	60.1	12	38.7	84	9	..		
4. CORNWALL.—Rev. H. W. DAVIES, M.A., Observer.																
January	30.275	29.072	.585	49.5	-9.9	39.0	4.4	21	38.3	13	-5.5	86	2	5	April 20. First boat passed through the canal.—Oct. 17. At 5.45 a.m., an earthquake was felt: it lasted about 4 minutes. A lighter shock was felt on the 26th, at 7 a.m.	
April	29.912	29.191	.612	53.5	11.5	24.1	10.3	12	45.0	2	17.4	84	3	1		
June	29.958	29.071	.427	83.2	54.9	30.1	8.6	14	71.8	19	45.1	81	10	..		
October	30.113	29.028	.579	64.0	29.2	22.8	6.5	31	59.8	15	37.2	83	18	1		

1860.	BAROMETER.			TEMPERATURE OF AIR.					WARMEST DAY.		COLDEST DAY.		Humidity.	RAIN.	Snow.	GENERAL REMARKS.
MONTH.	Highest.	Lowest.	Greatest Daily Range.	Highest of Temperature.	Lowest of Temperature.	Greatest of Daily Range.	Least of Daily Range.	Date.	Mean of Temperature.	Date.	Mean of Temperature.	Mean.	No. of Days.	No. of Days.		
5. HAMILTON.—A. MACALLUM, Esq., Observer.																
January	30.004	29.150	.476	46.8	-0.3	39.2	5.9	24	44.1	31	7.3	67	5	9	July 1. A comet was seen in the N.W. at 9 p.m. About 20 min. past nine, a meteor of great brilliancy passed from S.W. to E.	
April	30.199	28.944	.966	78.7	23.7	N.E.	N.E.	30	60.2	14	30.7	66	12	3		
July	29.861	29.018	.582	89.7	42.8	33.2	11.2	16	79.3	10	61.9	70	11	..		
October	29.894	28.961	.680	69.6	28.6	35.2	3.2	5	62.9	12	40.2	85	13	..		
6. PERTH.—R. T. LIVINGSTONE, Esq., Observer.																
January	29.981	28.955	.825	45.4	-30.8	44.4	11.0	24	38.5	2	-17.6	80	5	17		
February ...	29.949	28.801	.792	48.7	-25.7	40.9	10.1	22	43.2	1	-12.5	80	5	10		
March	29.762	28.679	.830	64.8	8.3	35.9	5.0	19	49.5	22	15.4	76	4	7		
April	29.959	28.835	1.008	68.8	9.7	41.6	11.5	30	59.8	2	16.6	63	6	3		
7. PICTON.—STUART FOSTER, Esq., Observer.																
April	30.241	29.031	.952	74.4	16.0	36.1	9.0	30	57.1	2	22.0	65	13	4	April 12. At 8 p.m., a narrow belt of light, extending from N.W. to S.E., and a small auroral arch, were observed.—Oct. 26. Eclipse of the sun, visible from 7 a.m. till 3 p.m. At 5.48 p.m., an earthquake was felt, accompanied by noise resembling thunder.	
July	29.819	29.170	.395	85.4	50.4	29.7	10.2	19	73.1	5	58.2	78	13	..		
November ..	29.997	28.923	.791	68.7	17.4	23.5	6.7	1	64.3	24	23.2	84	19	9		
October	29.979	29.076	.582	69.4	27.1	26.5	5.9	31	64.0	6	38.5	85	17	..		
8. SARNIA.—W. B. EVANS, Esq., M.A. Observer.																
January	29.927	28.885	.554	48.8	-12.0	N.E.	N.E.	24	44.5	1	4.9	98	2	2		
February	29.758	28.741	.721	61.6	-9.2	41.8	6.7	22	50.3	1	4.2	95	1	5		
June	29.606	28.651	.955	87.2	39.8	36.7	7.4	28	74.0	5	51.1	90	3	..		
October	29.651	28.820	.458	76.7	31.8	32.8	6.1	18	64.8	27	45.1	92	5	..		
9. STRATFORD.—O. J. MCGREGOR, Esq., M.A., Observer.																
September...	29.169	28.413	.403	76.3	25.5	35.2	9.9	5	67.9	29	36.2	81	11	..	Aurora seen on the 6th, 10th, and 17th of Sept.—An Erolite was seen on 14th of October: time of flight, 2 sec.—Aurora seen on the 10th and 15th of November.	
October	29.049	28.192	.559	63.8	26.2	25.3	3.6	31	56.9	12	35.6	85	15	..		
November ..	28.967	27.970	.525	65.4	5.8	26.5	3.7	2	56.9	24	12.0	84	7	13		
December ...	29.249	27.975	.640	36.3	-14.4	29.8	3.5	20	34.5	14	-2.4	89	2	14		
10. WHITEY.—W. McCABE, Esq., Observer.																
January	30.185	29.278	.549	48.7	-3.6	36.6	4.8	24	40.9	31	4.4	77	2	3		
April	30.274	29.042	.761	72.7	20.7	30.7	4.7	30	54.7	2	26.8	68	5	..		
July	29.922	29.178	.435	86.3	53.0	29.3	5.8	19	77.4	27	60.3	80	8	..		
October	30.015	29.140	.258	68.7	32.5	30.3	5.8	30	58.3	13	37.1	87	2	..		
NOTE.—No returns were received from four stations during the year, 1860, viz.: Niagara, Chatham, Milton, and Guelph.																
1861.																
1. BARRIE.—Rev. W. F. CHECKLEY, B.A., Observer—for a portion of the year only.																
June	29.267	28.672	.388	88.1	34.0	43.1	6.6	11	73.5	15	52.9	79	5	..	Comet visible N.W. in June.	
2. BELLEVILLE.—A. BURDON, Esq., Observer.																
January	30.320	29.114	.707	36.5	-26.2	52.3	5.9	29	31.5	12	-11.4	92	N.E.	N.E.	Comet visible N.W. in June.—October a very rainy month.	
April	30.004	29.100	.465	69.9	21.7	36.1	6.4	22	60.9	1	29.6	71	4	1		
June	29.672	28.672	.388	88.1	34.0	43.1	6.6	11	73.5	13	52.9	70	5	..		
October	29.944	28.997	.640	67.9	24.9	26.3	5.2	2	59.7	24	32.9	84	14	..		
3. BRANTFORD.—D. C. SULLIVAN, Esq., AND OTHERS, Observers.																
January	29.873	28.624	.741	41.5	-21.7	23.3	6.3	7	34.6	12	-1.2	87	1	..	Comet visible in N. horizon 22nd June.	
April	29.599	28.678	.444	74.3	27.1	34.1	6.7	22	63.0	1	32.1	70	9	..		
June	29.427	28.843	.374	90.6	36.8	39.9	11.0	11	76.0	5	50.0	66	8	..		
September ..	29.547	28.742	.649	79.3	39.1	29.0	7.7	19	69.4	28	46.3	82	9	..		
4. CORNWALL.—Rev. H. W. DAVIES, M.A., Observer.																
January	30.275	29.072	.585	49.5	-9.9	39.0	4.4	21	38.3	13	-5.5	86	2	5	First boat passed through canal 20th April.—An earthquake, which lasted about 4 minutes, was felt at 5.45 a.m. 9th Oct.	
April	29.912	29.191	.512	53.5	11.5	24.1	10.3	12	45.0	2	17.4	84	3	1		
June	29.958	29.071	.301	83.2	54.9	30.1	8.6	14	71.8	19	45.1	81	10	..		
October	30.113	29.028	.579	64.0	29.2	22.8	1.5	31	59.8	15	37.2	83	18	1		
5. HAMILTON.—A. MACALLUM, Esq., Observer.																
January	30.231	28.946	.663	44.0	-21.2	35.7	5.4	16	34.3	12	-2.9	81	5	14		
April	30.013	28.916	.391	77.8	20.8	35.8	9.2	22	66.3	18	31.7	71	9	2		
June	29.738	29.141	.463	91.8	38.6	36.8	9.8	11	79.9	5	45.0	58	8	..		
October	29.942	29.144	.648	72.4	29.8	30.0	7.6	3	66.5	25	44.7	70	11	..		

1861.	BAROMETER.			TEMPERATURE OF AIR.					WARMEST DAY.		COLDEST DAY.		Humi- dity.	RAIN.	SNOW.	GENERAL REMARKS.
MONTH.	Highest.	Lowest	Greatest Daily Range.	Highest °Temp- ature.	Lowest °Temp- ature.	Greatest °Daily Range.	Least °Daily Range.	Date.	Mean °Temp- ature.	Date.	Mean °Temp- ature.	Mean.	No. of Days.	No. of Days.		
6. NIAGARA.—The Rev. H. PHILLIPS, M.A., Observer.																
March	30.199	29.239	.727	58.7	3.4	39.5	8.0	29	47.5	7	10.6	84	7	8	First vessel seen on Lake Ontario on 13th March.—Violent snow storm 1st May.—Last vessel seen passing Niagara on 18th December.	
May	30.051	28.707	.684	75.7	31.6	34.5	7.7	24	66.9	1	35.3	82	11	1		
October	30.106	29.112	.657	71.4	30.3	27.0	6.1	5	63.4	24	36.9	90	9	1		
December ...	30.281	29.276	.954	64.5	9.5	38.4	6.0	10	60.3	3	17.1	86	6	6		
7. OTTAWA.—G. KENNEDY, Esq., M.A., Observer.																
September...	30.177	29.021	.766	79.2	37.6	30.1	6.1	3	68.8	29	42.7	79	7	..	A meteor at 8.20 p.m. on Sept. 7.—First sleighing 23rd Nov.—Last trip of mail steamer on River Ottawa, 30th November.	
October	30.159	29.076	.641	67.8	24.7	25.1	5.3	2	59.3	24	32.6	80	11	..		
November ..	30.035	29.045	.763	51.2	24.2	17.6	5.6	6	43.4	15	29.3	80	5	7		
December ...	30.216	29.216	.910	56.0	-5.9	36.4	6.0	8	44.6	28	4.7	80	6	8		
8. PERTH.—R. T. LIVINGSTONE, Esq., Observer.																
October	29.107	28.095	.595	67.8	24.0	28.4	5.5	5	61.9	28	35.9	88	14	1		
9. PICTON.—STUART FOSTER, Esq., Observer.																
January	30.381	29.128	.743	39.2	-17.4	48.4	7.0	19	31.3	12	-9.0	85	2	20	First steamer came into the harbour on 17th April.	
April	30.121	29.160	.242	73.5	24.8	39.5	7.6	22	57.7	1	30.1	71	8	4		
June	29.830	29.207	.389	86.5	47.3	29.7	7.2	11	73.5	4	56.1	76	10	..		
October	30.101	29.057	.569	70.2	29.0	23.0	7.5	2	62.3	24	34.2	89	18	..		
10. STRATFORD.—C. J. MCGREGOR, Esq., M.A., Observer.																
February ...	29.098	28.083	.951	50.1	-17.1	35.0	4.9	28	42.9	8	6.2	55	6	13	Wild pigeons seen 13th April.—Currant, rose, and lilac bushes in leaf, 29th April.—Brilliant comet seen at 9.30 p.m. on 30th June.	
April	29.139	28.174	.498	72.4	28.7	30.9	4.2	22	65.0	1	30.2	70	10	3		
June	28.926	28.442	.453	83.9	37.4	34.9	5.6	11	71.7	5	51.5	76	11	..		
November ...	29.068	28.182	.627	50.6	19.0	22.8	4.2	5	42.8	25	24.8	82	11	..		
11. WHITBY.—W. McCABE, Esq., Observer.																
January	30.284	29.069	.758	45.8	1.8	27.6	1.8	16	32.7	12	4.5	72	1	5		
April	30.110	29.168	.476	71.8	21.6	40.3	3.3	22	57.3	1	32.2	79	3	..		
June	29.839	29.212	.483	94.3	31.0	48.3	12.2	10	78.4	4	54.6	81	5	..		
October	30.081	29.115	.597	70.8	5.8	39.7	5.8	2	62.2	24	34.6	81	4	..		

NOTE.—No returns were received from six stations during 1861, viz.: Oshawa, Port Sarnia, Milton, Guelph, L'Orignal, and Woodstock.

3. A CANADIAN WINTER'S SUNSET.

The following is a description of a Canadian winter's sunset lately witnessed near London, Upper Canada, of such rare and imposing grandeur as it seldom falls to the lot of man to see.

For some days there has been a succession of rain storms, followed and intermixed with a cold so intense that the rain froze as it fell upon the trees. The effect upon the woods was novel and beautiful. Each tree was covered with a coat of sparkling ice from the highest branch to the root. The weight of the ice drew the boughs and tender shoots into graceful, drooping curves; so that the shape of the trees was changed: each one assuming a fantastic appearance more pleasing than its neighbour. The rugged arms of the oak hung down in faultless symmetry. The long branches of the elm, the ash, the pine, swept the ground with their majestic drapery of sparkling light, while the various small and ornamental natives of the woods were dwarfed to half their size, and under their load of glittering icicles seemed like innumerable plumes of feathers, studded with diamonds, grouped together to set off the grandeur of the ten thousand stately trees which towered around them in the armour of dazzling whiteness.

As seen from the eminence of the river's bank, the sight was one that will never be forgotten. A gradual dip in the forest, rising some miles off, against the sky, enabled the beholder to take in an extent of landscape composed of apparently an interminable wood, through which the far off winding of the river could be traced, by its broad band of silver light, and by the undulating nature of its banks. Every tree, and the tiniest twig on every tree, was covered with its coat of shining mail giving an appearance to the whole of a fairy forest, in which all the trees were made of pure silver.

To enhance the scene, the sun, which had all the day veiled his face with winter clouds, burst forth suddenly in a stream of glory.—The effect was magical. The forest was in an instant illuminated with striking splendour. Each tree as it trembled in the evening breeze flashed up to the heavens ten thousand glories. But as the

sun set the sight became more and more enchanting. The heavy clouds, which had extinguished the sun's beams all day, covered as with a dark massive mantle the whole heavens, excepting one long narrow belt of gold, which extended along the horizon, where the god of day was now hastening to rest. Through this narrow opening the resplendent rays of the setting sun poured down upon the glittering forest in all their crimson grandeur. From crystal brilliancy the woods for miles round changed to the colors of the emerald and of the ruby. As far as the eye could see, the forest glowed with trees of dazzling fire, which seemed to send up little streams of light against the leaden sky as the wind swept through their branches.

This grand and almost supernatural scene lasted for about ten minutes. The ruby brightness of the woods grew more intense—a halo of glory arched the earth in bold relief against the sombre heavens. The sun set. A subdued light then fell upon the eye. The dazzling colors rapidly changed, each one mellowed and lost in its successor, until the whole faded rapidly away behind the murky wall of clouds, leaving the spell-bound beholder as one suddenly awakened from a gorgeous dream of fairy land.—Free Press.

4. NATURE'S DIAMONDS—A BEAUTIFUL SIGHT.

On Saturday forenoon, 5th March, a bird's eye view of Toronto was well worth obtaining. We hardly knew, before, that the scattered trees throughout our city could be made to complete such a splendid picture on a semi-wintery day. The drizzling rain as it fell, clung prettily to the branches of the trees, and was there arrested by a gentle grasp of frost. Then, as if by the touch of magic, the city seemed bedecked in diamonds—so sparkling and clear were the myriads of miniature little ice-bergs which gaily rode upon the limbs and boughs of every tree. The slightest shot of sunshine once, and but momentarily, illuminated the whole picture to a dazzling pitch, with its variegated hues. This scene appeared to be in proud, majestic, defiance of all artistic imitations. With the merciless, melting

sun, advancing along to reign once more supreme, rare, and beautiful sights such as these, with which the freak of a winter's morning sometimes favors us, are left in memory. Certainly, for one particular hour, as the sun's rays struggled among the ice clad trees, our city looked most beautiful. The bridal veil of Nature seemed to clothe Toronto. Altogether there was an over-awing aspect of purity and enchantment, which, alone, the great Goddess, herself, can summon. —*Leader.*

5. A SHOWER OF SNOW BALLS.

J. French, of Moultonboro, New Hampshire, writes to the *Boston Journal*, that "on the morning of the 7th February, the surface of the earth in the vicinity of the above place was covered with balls of snow, from four to ten or twelve inches in diameter. They seemed to be perfect globes, and not more dense than the snow that had fallen previously in the night. On some portions of the earth there were thousands to the acre; on other portions less. Our physician, who happened to be out in the shower, described it as a shower of snow-balls coming from all points, as the wind seemed to be itself at times from all quarters. They seemed to rest like magic upon the surface of the snow that had previously fallen in the night, and which was very light. A more beautiful sight than some of the fields presented here this morning is seldom seen in winter. Will some of the learned savans give us a philosophical solution of this phenomenon? These balls fell from the atmosphere."

6. WINTER IN CANADA.

BY MRS J. L. LEPROHON.

Nay, tell me not that with shivering fear,
You shrink from the thought of wintering here;
That the cold intense of our winter time,
Is severe as that of Siberian clime;
And if wishes could waft across the sea,
To-night in your English home you would be.

Remember, no hedges there now are bright
With verdure, or blossoms of hawthorn white;
In damp sodden fields, or bare garden beds,
No daisies or cowslips shew their fair heads;
Whilst cold chilling winds and skies of dark hue,
Tell, in England, as elsewhere, 'tis winter too.

Raise your eyes to our skies of azure hue,
Admire their gleaming, metallic blue,
Look round on the earth robed in bridal white,
All glittering and flashing with diamonds bright,
Whilst o'erhead, her lover and lord, the sun,
Shines brightly as e'er in summer he's done.

In a graceful sleigh, drawn by spirited steed,
You glide o'er the snow with lightning speed,
Whilst from harness decked with silvery bells,
In sweet showers the sound on the clear air swells,
And the keen bracing breeze with vigour rife,
Sends quick through your veins warm streams of life.

On, on with your snow shoe, so strong and light,
Thick blanket coat—aish of scarlet bright,
And away o'er the deep and untrodden snow,
Through wood, o'er mountain, untrammelled to go,
Through lone narrow paths where in years long fled,
The Indian passed with light active tread.

What! dare to rail at our snow-storms—oh, fie!
Pray view them with poet's or artist's eye,
Watch each pearly flake as it falls from above,
Like snowy plumes from some spotless dove,
Clothing all objects in ermine of air,
Far purer than that which monarchs wear.

Have you not witnessed our glorious nights,
So brilliant with gleaming Northern lights,
Quick flashing and darting across the sky,
Whilst afar off, in the starry heavens high,
The shining moon pours down streams of light,
O'er the silent earth robed in dazzling white.

There are times, too, our woods show wondrous sights.
Such as are read of in Arabian nights,
When branch and bough are all laden with gems,
Bright as those that deck Eastern diadems;
And the sun sheds a blaze of dazzling light,
On ruby, opal, and diamond bright.

But tarry till Spring on Canadian shore,
You'll rail at our winters then no more—
New health and fresh life through your veins shall glow,
Spite of piercing winds—spite of ice and snow,
And I'd venture to promise in truth, my friend,
T'will not be the last that with us you'll spend.

II. Papers on Practical Education.

1. THE INTERNAL STRUCTURE OF SCHOOL HOUSES.

Much has been said and written, of late, on this subject. And after all the importance thrown around it by educators, men capable of knowing its importance, there exists, in many parts of our State, a most lamentable indifference in regard to it. Even in many of our villages, where external appearance is scrupulously consulted, internal arrangements are much disregarded.

There are but very few who seem to realise that the structure of the school room has anything to do with the formation of the mental habits of the children, confined day after day, within it. Indeed, many seem to forget that the mind is a principle of habit at all, and hence have but little about the influence brought to bear upon it. There is a vague idea that the mind of the child must, necessarily, conform to certain principles, of its own accord, and by the force of its own action, no matter what its surroundings. But surely this is a great mistake. Surrounding influences have as much to do in forming the mental habits of the child, as in shaping the course of manhood. Who has not felt, more or less, the force of circumstances, in shaping his course of life? And where is the man whose habits, physical, mental, or religious, have not been very materially affected by his surroundings in life?

The most common fault, I think, in the structure of school houses, is, what is termed the "long seat" system. This is very common in our rural districts. Children are huddled together, six or eight on a seat, and then required to study! It is impossible. I do not believe that one in ten of those who call themselves men and women, could study under the same circumstances. How can children study, when they are necessarily interrupted, every few minutes? Every class that is called to recite, creates a perfect confusion throughout the school. One or two, leaving a seat, disturb all the others on that seat.

Suppose a scholar to be studying a lesson. The powers of his mind are just being concentrated on it, and he is beginning to think, when, all of a sudden, "Let me out," or, "Let me in," scatters his thoughts to the winds. Again and again he resumes his study, and as often he is interrupted. Is it surprising that a child, under such circumstances, can not hold his mind to his lesson? How many men or women, in society generally, would have sufficient mental discipline to do it, were they to take the child's place. I apprehend but few. And not one man in ten, or one child in a hundred, can be taught the habit of mental concentration and continual application, with such surroundings.

But what is a school for, if it be not to teach children to think? The mere knowledge of the branches pursued, is but a secondary matter. It is the development and power of mind, that we should strive to secure. And whatever means the teacher needs to enable him to turn out men and women of mental strength and correct moral culture, should be cheerfully furnished. And when the expense of a good, convenient school room is but little, if any, more than that of an inconvenient one—one that tends to murder rather than educate the pupils confined within it, surely it is a great wrong, by mere indifference, to deprive the children of that means of improvement.

Will not school officers look more closely to this matter? Many districts are losing much, yearly, for the want of a few dollars in bettering the internal structure of their school house. I heard a teacher remark, last week, "If those seats had been fixed, last fall, I could have earned the district from fifty to one hundred dollars more than I have done." Ten dollars would have "fixed" the seats, I presume; and there would have been a gain by the district, of at least forty dollars. This is not an isolated case. A man can always do more with a good tool than he can with a poor one.—H., in *Pennsylvania School Journal*.

OUR NEW AND BETTER SCHOOL HOUSES.

In many parts of the West there is a decided demand for better school houses. It is time that all the old structures—rude and inconvenient—should pass away, and make room for more neat and better adapted buildings of modern times. School-houses should not be the last to show the improvements of a country. But it is often the case in wealthy and growing communities that the school-house is the last building reconstructed in such ample proportions and style as to be in harmony with the improved condition of the country. This does not shew the true spirit of intelligence—or even exhibit ordinary sagacity; for an intelligent and far-seeing community will look first after the education of the children. The condition of a school-house and the school in a neighbourhood reveals more of the character of that neighborhood than is generally supposed. In many districts, the people are abundantly able to build, but they do not seem to feel the need. We hope they will arouse themselves at once, and that many new school houses will be the result.—*Northwestern Home and School Journal*.

OUR RURAL SCHOOL HOUSES.

In all our travels we have found but very few that should not be indicted and burnt! Small, pent up, unventilated, and furnished with back-breaking benches, they are as uninviting to the child as a prison, and should never be entered with either its own or any intelligent parent's consent. But this is not all; the exterior is almost universally repulsive. Think of an old bald red school-house, when there are so many pleasing forms and colors that are just about as cheap. Think too of the location of most of our school-houses—stuck down in some low, quaggy spot, where it is impossible for children to be healthy, or up in bold relief on some barren knob, without a suitable enclosure, and without either a shade tree or a flower-bed any where near. There it stands—the old red, or unpainted shanty—reared by stupid, stingy tax-payers, who see the advantage of building good barns for their horses, and cripple the bodies, and cramp, and stint, and disease the minds of their children, because they have no apparent cash value in the market!—a humiliating evidence of the short-sighted folly of the parents of our youth, and a burning shame and disgrace to the barbarian sentiment of the country.—*Wisconsin Farmer*.

4. ORNAMENTAL TREES SHOULD BE AROUND THE HOUSE.

Around every dwelling, there should be a plantation of ornamental trees, oaks, elms, maples, firs, and, indeed, all the various species of indigenous trees with which Providence has so beneficently blessed our land. Nothing adds more to the beauty and desirableness of a country residence than the presence of this splendid creation; even the humblest cottage derives a sort of elegance from them and becomes an object of interest by the mere charm of association. Many of our forest trees, of the deciduous kind, are unsurpassed in elegance and are easily obtained and propagated so as to place them within the reach of every person. The elm is a vigorous and rapid grower; so, also, is the oak, in all its species, the maple and the glossy beech. Of shrubs and evergreens, there are innumerable varieties, all of which bear transplanting, and flourish vigorously on almost every description of soil.

DR. NICHOLAS MURRAY (KIRWAN) IN COLLEGE.

Dr. Murray pursued his collegiate course at Williamstown, during the presidency of that acute and accomplished critic, the Rev. Dr. Griffin. In his fourth year he was brought into more immediate contact with the venerable President, whose duty it was to examine and criticise the written exercises of the graduating class. Dr. Murray, when a young man, and even down to the day of his last illness, wrote a free, round and beautiful hand, and the exercise at this time which was to undergo the scrutiny of his venerated preceptor, had been prepared with uncommon neatness and accuracy. Dr. Griffin was accustomed to use a quill pen with a very broad nib. Introduced into his august presence, young Murray, with a becoming diffidence, presented his elegantly written piece for the ordeal. The discerning eye of the President passed quickly over the first sentence, and with a benignant look he turned to his pupil, and said in his peculiar way: "Murray, what do you mean by this first sentence?" Murray answered blushing: "I mean so and so sir." "Then say so, Murray."—and, at the same time, drew his heavy pen through line after line, striking out about one-third of it.

Having carefully read the next sentence, the inexorable critic again inquired: "Murray—what do you mean by this?" He tremblingly replied: "Doctor, I mean so and so." "Please, just say so,"—striking out again about one-half of the beautifully written page.

In this way, with his broad nib, (which made no mean mark,) he proceeded to deface the nice clean paper of the young collegian, so that at the close of the exercise the erasures nearly equalled all that remained of the carefully prepared manuscript.

This trying scene was not lost upon Murray. He considered it one of the most important events of his college course. It taught him to think and write concisely; and when he had any thing to say to SAY IT, in a simple, direct, and intelligent manner. Indeed, much that distinguished him as one of our most vigorous and pointed writers may be attributed to that early lesson, "Say so, Murray."—*Correspondence of New York Observer*.

REMARKS.—The above contains an important lesson for teachers of composition. Excessive wordiness is the great fault of young writers. Many a composition of four pages might easily be condensed into a dozen lines without the loss of a single idea. It also contains a hint to contributors. Lengthy articles can easily be reduced to proper dimensions by using the "broad nib" of Dr. Griffin. A good rule for composing is to have something to say and then say it in as few words as possible. Then review, striking out every superfluous word or sentence.—*Ohio Educational Monthly*.

6. COLLECTION OF SCHOOL RATES.

THE CHIEF SUPERINTENDENT OF EDUCATION FOR U. C. (APPELLANT)
IN THE MATTER OF M'LEAN v. FARRELL.

School Taxes.—Right to collect after the expiration of the year.—Appeal from the Division Court, County of Elgin.

Held, on appeal by the Chief Superintendent of Education, that a collector of school taxes might in 1861 collect by distress the taxes for 1859 and 1860, not having made his final return of such taxes in arrear, and being still collector; and
Sembles, that in this case the plaintiff, who complained of the seizure, having led to it by his own conduct, the proceeding should in the Division Court have been upheld at all events.

This was an appeal under "The Upper Canada Common School Act," Consol. Stats. U. C., ch. 64, sec. 108, from a judgment of the Judge of the County Court of Elgin, by the Chief Superintendent of Education.

The action was brought in the Division Court, for selling a cow belonging to the defendant, for the payment of school taxes. It appeared that the seizure was made for school taxes for the years 1859 and 1860. Defendant swore that the rate-bill was given to him, as collector, in 1860, to collect, as the rate for 1859: that he went to the plaintiff, who promised to pay in a few days; but put him off from time to time, until at last he was compelled to sell. It was objected at the trial that the taxes imposed in 1859 and 1860 could not be collected in 1861. The warrant was produced, and shewed that the plaintiff was taxed in 1859 for school taxes, \$6 73; and in 1860, for \$40 20. The learned judge held that the defendant being *functus officio* so far as these taxes were concerned, the sale was illegal; but considering the plaintiff's conduct had been unreasonable, he gave judgment in his favour for \$11 only, being the amount for which the cow had been sold, without costs.

R. A. Harrison, for the appeal, cited Consol. Stats. U. C., ch. 64, sec. 27, sub-sec. 2, sec. 127; ch. 55, sec. 93-112; *Newberry v. Stephens et al.*, 16 U. C. R. 65; Chief Superintendent of Schools v. McRae, 12 U. C. R. 525.

No one appeared on the other side.

ROBINSON, C. J., delivered the judgment of the court.—We do not see why *Newberry v. Stephens* (16 U. C. R. 65) should not govern this case, but we have not the case fully before us on the evidence. Was the defendant a collector of the school trustees only, or a township collector? It does not appear whether the township collector had or had not made up his final return for 1859, when he acted in this matter. The defendant was collector, it seems, when he seized and sold the cow, and when these rates were due. It is not shewn whether he sold for the rates of 1859 only, or for those of 1860 also. Either way, the object of the act is to prevent the collector, after he has made his final return and stated his inability to collect any certain assessment in arrear, which would lead perhaps to some proceeding of another kind being taken for collecting the money, from going on and collecting the arrear himself, and thus producing confusion by a double proceeding. Here it does not appear that any final return of this tax had been made as an arrear incapable of being collected in the ordinary manner, and we do not see why the collector might not go on and make it; and at any rate in this case, as in others in the division court, the judge could give such judgment as law and equity might require, and so might have upheld a proceeding to which the plaintiff's own conduct and the indulgence shewn to him seem to have led.

We reverse the judgment, but do not give costs of the appeal.

Appeal allowed, without costs.

III. Biographical Sketches.

No. 17.—CORNELIUS CONWAY FELTON, Esq., LL.D.

Born at Newbury, Mass., November 6, 1807, died at Chester, Pa., February 26, 1862. He graduated at Harvard in 1827, and after five years teaching, partly as tutor at Harvard, he in 1832 became College Professor of Greek at that institution; and in 1834 he was appointed Eliot Professor of Greek Literature. That post he resigned two years ago, being chosen President of the University. His literary labors have been various, consisting largely of contributions to the journals of the day, *North American*, the *Christian Examiner*, and the *New American Cyclopaedia*, as well as lectures and addresses. His best known works are his editions of Homer, and of some of the works of Æschylus, Isocrates, and Aristophanes; he also composed a Greek Reader. He assisted Longfellow in the compilation of the 'Poets and Poetry of Europe,' and translated and edited several valuable European books, chief of which may be mentioned, Menzel's *German Literature* and Guyot's *Earth and Man*. His labors for education were not confined to his own college, he was a member of the Massachusetts Board of Education, a regent of the Smithsonian Institution, and was warmly interested in popular education. He died of enlargement of the heart, not yet old in years, though old in labors and in honor.

No. 18.—Rev. THOMAS HARTWELL HORNE, B.D.

The author of *Horne's Introduction to the Bible*, died January 27th, at the age of 81. His first work was a little treatise issued in 1800, written when he was only 18; he had therefore been an author over 60 years. Allibone lists 41 books published by him, beside which he wrote numerous sermons and articles for reviews, etc.

No. 19.—PRINCE WINDISCHGRATZ.

Two of Europe's most famous political characters have recently died at an advanced age, both having taken an active part in the contest with the first Napoleon; identified themselves thoroughly with the absolutist interest, and lived to see a new generation trample upon the fabric constructed with so much labor by the Congress of Vienna. One was an Austrian warrior-statesman; the other a diplomatist. Prince Windischgratz was born in 1786, enjoyed the unenvied reputation of having been the greatest bombardier of civilized capital cities in his day. He was a descendant of the famous Wallenstein, and a genuine aristocrat. In 1813 and 1814 he was actively engaged in the war by which Napoleon was driven out of Germany and expelled from France. But all his laurels withered in the Hungarian campaign of 1849, and since then he has lived in retirement, having declined the office of Governor of Bohemia tendered him by the Austrian government. As the commander who ordered the execution of Robert Blum, his memory will be held in little respect by liberals of Europe.

No. 20.—COUNT NESELRODE.

Count Nesselrode had reached the age of eighty-two years at the time of his death. He was born on board a Russian frigate in the port of Lisbon, and baptized in the Protestant faith. Resigning early military life for diplomacy—the profession of his father and grandfather—he gained the esteem of Alexander I., and after the war of 1812, was entrusted with the bureau of foreign affairs. In 1814 he signed the capitulation of Paris, by which Bonaparte was expelled from the government, and took a prominent part at the Congress of Vienna. The influence of no single mind was more felt in European politics than Nesselrode's for the next forty years; but the charm of Russian superiority, which he conjured up with so much effect, was broken by the Crimean war; and it is a curious instance of the law of recompenses that this veteran diplomatist should have been employed to negotiate the next great treaty of Paris, in 1856, by which the Holy Alliance arrangement was declared to be broken up, and Russia reduced to a condition of only second among equals. Nesselrode was one of the richest subjects in Europe.

IV. Papers on Natural History.

1. THE SEAL FISHERY OF LABRADOR.

From a recent article in *Harper's Magazine*, entitled "Three Months in Labrador," we gather the following information respecting one of the most important industrial pursuits of the North country:

The seal fishery of Labrador is valued at \$1,500,000 per annum, and is wholly prosecuted by Newfoundland vessels, with the excep-

tion of perhaps a dozen that sail from Canada and other Provinces. The hunting ground lies between the 49th and 52d parallels of latitude, and the season of catching extends from March to May, inclusive. The average fare of successful vessels is two thousand seals, though as many as eight thousand have been taken; but of upward of four hundred vessels that yearly engage in sealing not more than sixty make remunerative voyages, and many suffer heavy losses. Hence the business is altogether a lottery. Nevertheless, the chances of large gains are so seductive that sealers' berths, in vessels "up for the ice," command a premium of from \$8 to \$20. The men so engaged obtain their outfit (which includes clothing, guns ammunition &c.) on credit, the cost of which is deducted from their earnings at the end of their voyage; and they not unfrequently find a balance of \$125 in their favour at the close of the season. Yet they are fortunate if, after their accounts are squared, they do not find themselves in debt to the vessel or at least with empty pockets. The expense of the outfit is borne by the owners of the vessel. The captain receives no wages, but is allowed a tare of ten cents on every seal caught. When this is deducted one-half fare is divided among the crew, and the other half falls to the owners. The average price per seal is \$3.50. Consequently, a fare of two thousand seals, worth \$7,000, yields to the owners and crew \$3,325 each, and to the captain \$350.

Sealing vessels are sheathed with iron and extra planked about the bows to protect them from the ice. On reaching the ground they are warped into channels cut through the ice, where they lie snugly moored until warm weather breaks it up. Then the sealers, singly and in small parties, each man armed with a heavy iron-spiked bat, and muffled to his eyes in furs, go forth in quest of victims. These lie quietly sunning themselves near their breathing holes, often a hundred together, uttering doleful cries and frog-like croaks. Upon some hammock a sentinel is ever on the alert to warn of approaching danger. But the hunters, creeping stealthily, and taking advantage of the wind and inequalities of surface, rush upon them at the first alarm, dealing death-blows right and left among the affrighted herd, who wriggle hurriedly over the ice, and tumble floundering into their holes. The old seals generally escape as their movements are wonderfully quick; but many of the young are killed. These are dexterously "sculped," stripped of their blubber and pelts, which come off entire; the bloody carcasses are left to glut the starveling bears and Arctic foxes, and the pelts rolled up and dragged away to the vessel. After the ice breaks up the seals are shot from boats in open water, where they are found disporting.

There are various kinds of seals, among which are the harbor, ranger, jar, hood, doter, bedlamer, harpe, blue and square flipper; differing as greatly in size and physiognomy as members of the human family. There are canine and feline looking seals; seals with round smooth heads cropped like a prize-fighter's, and seals with patriarchal beards and long flowing locks; pensive-looking seals, and seals fierce and long tusked; little seals three feet long, and monsters upwards of eight feet long, weighing a thousand pounds. Selah! The hood seal when attacked throws up a thick bullet-proof hood or shield before its face, and whichever way a gun is presented this defence is always opposed, the animal moving dexterously from side to side with every movement of his assailant. An effective wound must be given directly under the ear, and it requires an expert marksman to hit him there. The harpe is most esteemed, and commands a market price of \$7 to \$8. He is a first-class pugilist, and always shows fight, rising on his hind flippers, dodging the bat skillfully, and often seizing it from his assailant's hand. He is very tenacious of life, and, when worsted, frequently feigns death. At such times the unsuspecting sealer, stooping over to "sculp" him, is liable to serious injury. Sometimes they have been completely disembowelled.

Seals whelp in March, and suckle their young. They are in good condition at all seasons, but are seldom taken after July as they migrate to more northern regions, returning in December. In early summer they are caught in strong large meshed nets. They constitute an important article of food to the settlers and Esquimaux, and to the latter are indispensable. The blubber is exceedingly fat, and being cut into stripes and thrown into vats, a large quantity of oil is obtained by natural drainage. The residue is tried out by heat. It is extensively used for machinery, both in Europe and the United States, but is sold under a different name. Its value is about fifty cents per gallon.

2. THE SEALS OF SPITZBERGEN.

A full-sized Spitzbergen seal, in good condition, is about nine and a half or ten feet long, by six or six and a half feet in circumference and weighs six hundred pounds or upwards. The skin and fat amount to about one-half the total weight. The blubber lies in one layer of two or three inches thick, underneath the skin, and yields about one-half of its own weight of fine oil. The value of a seal, of

course, varies with the state of the oil market all over the world ; but at the time of which I write, oil being unusually cheap, they only averaged five or six dollars apiece ; but still, the fact of the animals being of some use contributed to render the chase of them much more exciting, as nothing can be more distasteful or unsatisfactory to the feelings of a true sportsman than taking the life of anything which is to be of no use when dead.

From what I have heard, I am inclined to suspect that a good many of the shipwrecks which happen in Spitzbergen are caused wilfully, in order to defraud the insurance offices. These vessels are principally insured in Hamburg, and, I believe, the rate of insurance is as high as seven per cent. ; although one would think that even that was little enough for the unavoidable risk of such a dangerous voyage, without taking into consideration the impunity with which such nefarious proceedings as those to which I have alluded are perpetrated.

V. Miscellaneous.

1. MAKE YOUR HOME BEAUTIFUL.

Make your home beautiful—bring to it flowers,
Plant them around you to bud and to bloom ;
Let them give life to your loneliest hours,
Let them bring light to enliven your gloom.
Make your own world—one that never sorrowed,
Of music, sunshine, and glad summer air,
A home-world whose forehead care never has furrowed,
And whose cheeks of bright beauty shall ever be fair,

Make your home beautiful—weave round its portal
Wreaths of the jessamine and delicate sprays
Of red-fruited woodbine, with joy immortal,
That blesses and brightens wherever it strays ;
Gather the blossoms, too—one little flower,
Varied verbenia or sweet mignonette,
Still may bring bloom to your desolate bower
Still may be something to love and to pet.

Make your home beautiful—gather the roses
That hoard up the sunshine with exquisite art ;
Perchance they may pour as your darkest day closes,
That soft summer sunshine down into your heart ;
If you can do so—oh, make it an Eden
Of beauty and gladness—remember 'tis wise,
'Twill teach you to long for that home you are needing,
That heaven of beauty beyond the skies.

Make your home beautiful—sure 'tis a duty—
Call up your little ones, teach them to walk
In hand with the wandering Angel of Beauty.
Encourage their spirits with nature to talk,
Gather them round you and let them be learning.
Lessons that drop from the delicate wings
Of the bird and butterfly—ever returning
To Him who has made all these beautiful things.

Make home a hive where all beautiful feelings
Cluster like bees, and their honey dew bring ;
Make it a temple of holy revealings,
And love its bright angel with 'shadowing wing,'
Then shall it be, when, afar on life's billows,
Wherever your tempest tossed children are flung,
They will long for the shade of the home 'weeping willow,'
And sing the sweet songs which their mothers had sung.

2. MAKE YOUR HOMES BEAUTIFUL.

The man who is devoid of local pride, has very little pleasure in this world. The man who does not make an effort to adorn his home, and thus assist in making the whole city attractive, is not a good citizen. The providing of the common necessities of life, does not comprise the care of a family ; food and raiment, shelter from the heat and protection from the cold, are not really the essentials of happiness. All these it is the duty of every man to provide. When he fails to do so, there is a law to compel him—and when he is not able to gather these comforts for his family, there is a charity made sacred and incumbent by nature as well as necessity, that is always prompt to bestow these on the needy. But it is the beautiful that makes home really happy, the little acts that please the eye. A twig cultivated to bear a single bud, often delights the eye and overflows the soul with more pleasure, than a glutton's dish or a vain fool's attire. It is the beautiful that elevates man. What a world this

would be, were it not for the beautiful ? There would be no love to cheer and chasten, no devotion to inspire confidence, no hope to establish faith in one another. Without the beautiful, the world would be, if not a wild chaos, a reality too stern for man to endure. It is the beautiful that dissipates this sternness. A home made beautiful by contentment, is of itself adorned and made more attractive than those where liveried hands raise the latch, and conduct you through halls of gilded brightness to chambers of satin and damask. Those are not beautiful homes to our conception of the beautiful, unless love lights the flame on the altar, and peace imparts its sweet incense to all within. Added to this, the hands must contribute their share towards creating and multiplying the beautiful in this world. And this is easily accomplished. It costs nothing but time, involves only a little patience, and the beautiful springs around us like the magic creations of a fairy dream.—*Exchange.*

3. THE BEAUTIFUL FLOWERS !

Why does not everybody have a geranium, a rose, or some other flower in the window ? It is very cheap, next to nothing if you raise it from seed or slip, and is a beauty and a companion. As charming Leigh Hunt says, it sweetens the air, rejoices the eye, links you with nature and innocence, and is something to love you in return ; it cannot hate you, it cannot utter a hateful word, even for neglecting it, for though it is all beauty, it has no vanity ; and living, as it does, purely to do you good and afford you pleasure, how can you neglect it ?

4. THE NECESSITY OF RECREATION.

Games, gayeties, sports, spectacles, there will be, as long as men have limbs, eyes, or ears. The development here is as natural as it is in the arts. You might as well talk of extirpating music and painting, as of driving the common amusements out of the world. Now, there are abuses of these things. What are we to say of the abuses ? " Let them crush down and destroy the things themselves," do we say ? But they cannot. Then let them be cut off. There is really nothing else to be done. Elevate, refine, purify the public amusements. Let religion recognise and restrain them. Let it not, as is too common, drive them to license and extravagance ; but let it throw around them its gentle and holy bonds, to make them pure, cheerful, healthful, helpful to the great ends of life. What a blessed thing for the world were it, if its amusements could thus be rescued, redeemed, and brought into the service of its virtue and piety !

5. ON WOUNDING THE FEELINGS OF OTHERS.

TRANSLATED FROM THE ITALIAN.

The ideal life of man is composed more of recollections and anticipations than of actual sensations, so that he cannot succeed in piercing the shadows of the future, except with the torch of the past in his hand.

The thought of the good we have possessed, and may possess, becomes pleasing to us.

To prove with what sweet sensations the memory of things dear to us fills the mind, let us recall the story of that English merchant, established at St. Petersburg, who, animated by the strong love of his country, had a large quantity of earth brought from Great Britain, as ballast to ships. With this he had the paths in his garden covered, so that when walking along them he might have the pleasure of feeling he was upon English ground.

Hence one part of politeness consists in so acting and speaking as to excite pleasant and agreeable recollections in the minds of others. For to be reminded of misfortunes is painful, unless there results from the recollection such courage as will enable us to overcome them.

Thus it is the height of rudeness so to talk that mournful or disagreeable recollections may be excited in the minds of the listeners. For example, to remind a husband of the misconduct of his wife, a merchant of his former bankruptcy, a gentleman of an insult that he had received, or a mother of the loss of her son.

And therefore the custom that obtains in England is far from a polite one, which prescribes that the birthday of the Queen shall be celebrated by as many discharges of cannon as she has years of age. This public and solemn calculation surely cannot be pleasing to those queens who have passed the brightest years of their lives, and are progressing towards old age. Such a reminder is rather a severe moral lesson than an act of homage.

Hence it may be perceived, that the custom of wearing mourning is not without its inconveniences. In fact, while medicine and philosophy would both advise the bereaved mother to put away from her thoughts the image of her lost son, so that the wounds of her soul might cicatrize, custom compels her to put herself in mourning

which recalls the memory of the dead at every moment. At a period when family affections were stronger than at present, or, it may be, when the wish to make a pompous display of them was greater, the laws were constrained to mark the limits of mourning, so that the public sensibility might not be continually wounded by lugubrious ideas.

The degrees of rudeness correspond to the degrees of grief attached to the recollections excited by the rude speech or action. Thus, when a prince received the ambassadors of a friendly nation in an apartment decorated with pictures of the battles in which they had been defeated, he certainly committed a most unpolite act. But when Albonius, King of Lombardy, after having drunk from the skull of Cumbund (whom he had beheaded), the father of Rosamond, who had since become his wife—when he, having thus drunk, passed the skull full of wine to his wife, saying, "Drink with your father, Rosamond," he showed himself not only rude but barbarously cruel.

Two guns, however different in size, do not require, in order to be fired, different quantities of heat—a single spark suffices for both. For the same reason, the smallest act may arouse the most mournful feelings. When Dionysius, fallen from the throne of Syracuse, was living as a schoolmaster at Corinth, one of the inhabitants of that city went to him, and stopping in the threshold of the door affected to shake his robe, so as to show that he carried no poignard concealed about his garments. Now, as this was the action with which they always approached the tyrant, it therefore reminded Dionysius of his tyranny, the hatred of the people, his lost throne, and his present abasement.

As the same act or the same saying may awake in one person pleasant memories, and in another painful ones, so it is necessary to know the sentiments of the person with whom you are conversing, in order that you may not be exposed to the danger of offending or embittering him without knowing it. Whoever looked Caligula full in the face mortally offended him, because such an act reminded him of the baldness which he was anxious to conceal from all. Whoever looked Scipio Africanus full in the face gave him the greatest pleasure, because his baldness revealed a warlike scar—a monument of his glory and his valour.

Finally, politeness forbids us to revive, or to reproach others with those faults which a long penitence has cancelled. The civil laws themselves, in order to preserve peace between citizens, condemn these reproofs, even when founded on truth, and establish, although too absolutely, the principle that "the truth of a libel does not excuse it."—*Melechiore Gioio—Il nuova Galateo.*

6. ESTIMATE OF PUBLIC LIFE BY PUBLIC MEN.

Many have left the calm and dignified pursuits of the scholar for the din of public life; and teachers are not wanting who sigh for the distinctions conferred by civil and military office. It would be well for worthy teachers, afflicted with such human weakness, to cultivate a higher esteem for their own sublime duties. Some one remarks of our great Arnold, "It is a pity that Arnold, who is fit for a statesman, should spend his days in teaching boys." His noble reply was, "It is greater to be a maker of statesmen than to be a statesman!" For one, we are not willing to admit that there can be a higher office in any State than that of a teacher who devotes himself wholly to his work.

Says Dr. South, one of England's greatest divines, "I look upon an able, well-principled school-master as one of the most meritorious subjects in any prince's dominions." And our own Channing writes that, "To teach, whether by word or action, is the greatest function on earth." Such thoughts should keep down any unholy ambition—that sin by which angels fell—when it comes to the teacher in his weaker hours, and makes him think of leaving his charge for the thorny path of political life.

We may further be instructed by the learned Guizot, the great French statesman, the ablest of Louis Philippe's ministers, whose morals were as pure as his views were broad and comprehensive. In the third volume of his Memoirs, just published, he gives the following estimate of the insufficiency and hollowness of public life. Is is a modern commentary on the "Vanity of Vanities" of the wisest of ancient monarchs:—

"I have been strongly attached to political life, and have applied myself to it with ardor. I have devoted to public duties, without hesitation, the sacrifices and efforts they demanded from me; but these pursuits have ever been far indeed from satisfying my desires. It is not that I complain of the incidental trials. Many public servants have spoken with bitterness of the disappointments they have experienced, the reverse; they have undergone, the severities of fortune and the ingratitude of men. I have nothing of the kind to say, for I have never acknowledged such sentiments. However violently I may have been stricken, I have never found men more blind or ungrateful, or my political destiny more harsh than I ex-

pected. Alternately, and in great abundance have been its joys and sorrows; such is the law of humanity. But it has been in the happiest days, and in the most brilliant success of my career that I have found the insufficiency of public life. The political world is cold and calculating; the affairs of government are lofty, and powerfully impress the thought; but they cannot fill the soul, which has often more varied and more pressing aspirations than those of the most ambitious politician. It longs for a happiness more intimate, more complete, and more tender than that which all the labors and triumphs of active exertion and public importance can bestow. What I know to-day, at the end of my race, I felt when it began and during its continuance—even in the midst of great undertakings, domestic affections form the basis of life; and the most brilliant career has only superficial and incomplete enjoyments, if a stranger to the happy ties of family and friendship."

7. DAVID AND HOMER—CONTEMPORARIES.

David and Homer were cotemporaries. Both were poets of surpassing genius; the one the sweetest singer of Israel, the other the epic bard of Greece. Both flourished in the same rude era; the former dwelling on the hills of Judea, the latter wandering over the mountains of Thessaly. Both breathed soul-stirring strains. The one in Hebrew psalmody, the other in Heroic verse. Both sang in devotion to the Deity; the one in out-gushing praises of Jehovah, the other in lofty eulogiums of demi-gods.

Both alike wrote in elegant diction,—displayed unparalleled versatility of thought, searched out the fountains of nature for striking metaphors, exhibited the depth of eloquence, exhaled the soul of poetry.

Both were religious; but the one revered the thunders of Sinai, and the other adored the thunderer of Olympus. David sang of that God who had led the hosts of Israel; Homer praised the gods who fought with men around the walls of Troy. David applauded the deeds of virtuous men; Homer praised the acts of demons. David's God was the source of purity; Homer's gods were slaves of infamy. David's heroes were the good and benevolent; Homer's heroes were the vicious and despotic. David was a disciple of the pure religion; Homer was the slave of superstitious idolatry.

Such being the case, let the christian teacher in christian schools, tell his pupil so. Where Homer is read, there, also, should David be.

8. RECENT GEOGRAPHICAL NOTES.

(Condensed from the Independent).

Dr. Mouat, of the Bengal army, communicates to the Royal Geographical Society information respecting the natives of the Andaman Islands, a mountainous and volcanic group in the Bay of Bengal. The natives have been deemed ferocious cannibals; but, though warlike, they are not cannibals, nor utterly savage. Their average is 4 ft. 9 inches. They do not appear to be allied to the Papuans, or to the Negroes, or to any known race. Prof. Owen says that they show peculiarly excellent physical development, except in size.

It appears that Messrs. Burke and Mills, who perished recently in an exploration of Australia, died through the neglect of officials who broke up a frontier depôt of provision arranged for them, because they did not believe that the explorers could get through the wilderness. They did, however, struggle through, and then died of want.

Capt. R. F. Burton has been appointed British consul at Fernando Po, and has explored the Abbeokuta river, which he found navigable to a place called Aso, where a ridge of rocks crosses it.

When the missionaries Krapf and Rebman, in 1847, reported the existence of Mts. Kenia and Kilmandjaro, in the south-east part of Central Africa, their report was doubted by some whose theory that there is no central range of mountains there was damaged by the statement. A recent survey of Kilmandjaro by triangulation from Mombas and partial ascent of the mountain gives better knowledge of it. Baron Von der Decken and Mr. R. Thornton, the latter formerly with Livingstone, spent nineteen days in survey of the mountain, ascending it 8000 ft., and ascertaining its height to be 21,000 ft., the upper 3000 ft. being covered with snow. The probability seems to increase that this range is the source of the Nile.

A French traveler, Tremaux, has returned from an exploration of Asia Minor, in which he determined the sites of forty Greek cities, examined their remains, and obtained many valuable antiquarian relics, inscriptions, coins, etc. He reports the city of Perga, in Pamphylia, in a wonderful state of preservation, with its original walls and towers standing, and rich porticoes and public buildings so far preserved as to afford unusual opportunity for the antiquarians.

Evidence is reported to be accumulating against the accuracy of DuChailu's estimates of distances and locations in his rambles in Western Africa. Some Englishmen are organizing an expedition into that region to verify or correct his statements.

A manuscript map has been discovered which shows that the northwest coast of Australia was discovered in 1601 by a Portuguese named Manoel Godinho de Herodia. This date is five years earlier than the earliest previously-known discovery by the Dutch. The king of Portugal has conferred the honor of knighthood of the Tower and Sword upon Mr. R. H. Major, of the British Museum, for making this discovery.—*Illinois Teacher*.

9. PARROTT GUN.

The parrot gun is named after its inventor, Mr. R. P. Parrott, of West-Point foundry. The *Scientific American* describes it as "a cast-iron muzzle-loading rifled gun [i.e. cannon] with a wrought-iron reinforce shrunk on, and with its breech made of a separate steel pin," which is made into a screw and screwed tightly in to close the bore at the rear. We some times read in the papers of James' gun and Sawyer's guns: those men only invented projectiles to be used in any rifled cannon.

10. THE CANADIAN DEPARTMENT AT THE INTERNATIONAL EXHIBITION.

The Commissioners and their contractors, Messrs. Simpson & Co., are very busy in setting the Canadian Department to rights, but the lateness of their appointment and arrival leaves them a great deal to do to be ready for the 1st proximo. The partitions and a portion of the counters are up, and the framework of the great timber trophy is rising fast. Upon and around this will be arranged the finest collection of the woods for building, &c., ever shown at any similar exhibition. At the base will be ranged sections of some immense trunks—the largest a black walnut, 4 feet 8 in. or 4 feet 10 in. in diameter without its thick bark, which adds six or eight inches more to its width. This tree, reckoning by the rings of growth, is about 320 years old.

Another white oak is of a still greater age, though not of so large growth. Both of these come from the western district of Upper Canada. Next we have huge square logs of commercial export timber, collected in the port of Quebec by Messrs. Patton & Co., including various kinds of pine, &c. Above them will be ranged planks, several of them showing a width of 48 to 50 inches. One of these is a beautifully seasoned white pine, sent by A. Bronson, Esq., of the township of Bingham, C.W. This is 50 inches wide without any wane, was cut from the tree 50 feet from the ground, the tree measuring 22 feet in circumference and 120 feet to the first limb.

Besides these very fine specimens of woods fitted for commercial and practical uses, the Commissioners have brought over specimens of the more ornamental woods, polished and varnished, either as boards or veneers. They have also brought over specimens of smaller growth as a scientific collection for the use and instruction of botanists, accompanied in many instances by the twigs and leaves as requested by Her Majesty's Commissioners. A collection of 490 native plants, gathered in the neighbourhood of Hamilton, C.W., by Miss Kate Crooks, will form part of this section. The collections of woods have been made from six different parts of Canada—the western, central, and eastern parts of Upper Canada; the Ottawa, central, and eastern parts of Lower Canada. Two collections of medicinal herbs and essences from thence are also sent.

Grouped with the woods, the products of the forests, are to be those of the waters, including preserved fishes sent by Mr. Passmore of Toronto, and a collection of fishes by Mr. Commissioner Taché, packed for export, together with oils, porpoise leather, &c. A small collection of Canadian furs, dressed but unmanufactured, will also be exhibited.

It is hardly necessary to say that the collection of economic minerals brought over by the chief Commissioner, Sir W. E. Logan, will again vie with that found in any other department as a complete representation of the mineral wealth of the country. Those who know, declare this to be a better collection than that made in 1851 for the first great London Exhibition, or that in 1855 for the Paris *Exposition Universelle*. Among the new things will be nine cwt. of copper ore from the great Acton Mine, and petroleum from the wonderful oil wells of the peninsula of Upper Canada. We should, perhaps, say would have been, had not an almost causeless panic caused the Commissioners to turn the petroleum out of the building. Though the public will thus be deprived of an opportunity of examining it, doubtless scientific men and the proper jury will be enabled to test its qualities. It bids fair to become a most important staple export of Canada. Mr. Thomson, of Toronto, had sent over machines for making gas from and heating houses with this oil, but

there is danger that the iron rule of the Commissioners will prevent it from being properly tested.

Sir William Logan's catalogue, with Dr. Hunt's (Chemist of the Canadian Geological Survey) contribution, forms a very valuable practical handbook to the geology of Canada.

The farm products of the colony will be well represented by 120 to 150 samples of cereals, seeds, &c., gathered in various portions of the Province upon a somewhat similar principle to that adopted in collecting woods.—*Canadian News*.

11. THE MUNIFICENT GIFT OF MR. PEABODY.

The munificent donation of Mr. Peabody to the poor of London is the subject of general eulogium, and certainly is an event calculated to reunite and cement the feelings of the British people towards their North American cousins, from whom they have been to a certain extent of late estranged. It is one of those instances that prove there is still in the American bosom something like sympathy with the country whence they derive their origin, their political institutions, and the essential elements of their greatness. The *Liverpool Daily Post* justly characterises the acts as one "that goes far to redeem an age from sordidness, and render it illustrious throughout time." He further dwells on it thus:—

"The particular destination of Mr. Peabody's splendid endowment is dictated by feelings of a poetical and natural propriety which the whole world will appreciate. Mr. Peabody gives to London because London has been the scene of his business achievements—because, in a word, he made his money there; he gives to the poor of London because, as those always are who come from new countries where there is almost literally no poverty, he was much struck when he arrived in London, a stranger, with the plentiful neediness of its population. His sympathies have not been blunted by years of residence, and he still sees that the miserable squalor and degradation of the Metropolitan poor form a gulf into which even his monolith of benevolence might sink and be seen no more. It has always been a leading idea of Mr. Peabody's mind to devote a proportion of his wealth for the benefit of places which the accidents of life and the changes of business have associated with his career. He was born at Danvers, Massachusetts, and in that town erected some years since an institute and library, which have gone on flourishing and are a real boon to its townsmen. Twenty years of his life were spent in Baltimore, and there he founded, in 1857, a large institute devoted to science and the arts, with the addition of a free library. The building is ready, but the dedication is delayed, like so many other good things, by the unhappy differences that sever in twain the great nation which Mr. Peabody has long and worthily represented in England, and which we trust he will live to see happily re-united. That his great gift to London is not an institute, but a colossal and perpetual alms to the poor of a city in which poverty is always abundant, shows how healthy and natural are the impulses which this merchant prince has kept unsullied by the cares and uncorrupted by the successes of his busy life. Had he been a less original and genuine man, he might have merely imitated such noble benefactors as Wm. Chambers and Wm. Brown by adding to our popular literary institutions, of which on the best model we have too few. But he was true to his American instincts. He bore in mind the revulsion of feeling which he had experienced, and which other Americans and many British Colonists have often confessed to on seeing in English streets the palpable proofs of wide-spread destitution. He resolved that his *in memoriam* gift to London should be a benefaction to the poor.

12. BRITISH GENEALOGICAL TABLE.

Table shewing the lineal descent of Queen Victoria, from William the Conqueror, and from Egbert the first sole monarch of England.*

I. LINE FROM WILLIAM THE CONQUEROR.

1. VICTORIA, only daughter of
2. EDWARD, Duke of Kent, fourth son of
3. GEORGE the Third, eldest son of
4. FREDERICK, Prince of Wales, eldest son of
5. GEORGE the Second, only son of
6. GEORGE the First, son of
7. PRINCESS SOPHIA, daughter of
8. PRINCESS ELIZABETH, eldest daughter of
9. JAMES the First, only son of
10. MARY, Queen of Scots, daughter of
11. JAMES the Fifth of Scotland, son of
12. QUEEN MARGARET of Scotland, eldest daughter of
13. ELIZABETH of York, (Queen of Henry the Seventh of England) and eldest daughter of

* Prepared from the paper of the late Mr. J. Hughes of Brantford, by Mr. James McFarland, Teacher of School Section No. 6, South Dumfries.

14. EDWARD the Fourth, eldest son of
15. RICHARD PLANTAGENET, son of
16. LADY ANNE MORTIMER, daughter of
17. ROGER MORTIMER, son of
18. LADY PHILLIPPA, daughter of
19. LIONEL, Duke of Clarence, second son of
20. EDWARD the Third, eldest son of
21. EDWARD the Second, fourth son of
22. EDWARD the First, eldest son of
23. HENRY the Third, eldest son of
24. JOHN, fifth son of
25. HENRY the Second, eldest son of
26. EMPRESS MATILDA, daughter of
27. HENRY the First, third son of
28. WILLIAM the Conqueror.

II. LINE FROM EGBERT.

29. The line from EGBERT is through the Empress MATILDA, before named, who was daughter of
30. QUEEN MATILDA, (wife of Henry the First, and) daughter of
31. PRINCESS MARGARET, (wife of Malcolm the Third of Scotland,) and daughter of
32. PRINCE EDWARD, son of
33. KING EDMUND, son of
34. KING ETHELRED, son of
35. KING EDGAR, son of
36. KING EDMUND, son of
37. KING EDWARD, son of
38. KING ALFRED the Great, son of
39. KING ETHELWOLF, son of
40. KING EGBERT, the first sole Monarch of England.

MONARCHS BEFORE THE CONQUEST.

Saxons.	1. EGBERT.	Saxons.	12. EDGAR.
	2. ETHELWOLF.		13. EDWARD II.
	3. ETHELBALD.		14. ETHELRED.
	4. ETHELBERT.		15. EDMUND II. (Ironside.)
	5. ETHELRED I.		16. SWEYN.
	6. ALFRED the Great.		17. CANUTE.
	7. EDWARD the Elder.		18. HAROLD I.
	8. EDMUND I.		19. HARDICANUTE.
	9. EDRED.		20. EDWARD III. Confessor.
	10. EDRED.		21. HAROLD II. son of Godwin Earl of Kent.
	11. EDWY.		

MONARCHS SINCE THE CONQUEST.

Shewing the descent of each from a previous Monarch.

A.D. 1066.

HOUSE OF NORMANDY, (3 Sovereigns reigned for 69 years.)

1. WILLIAM the Conqueror.

NOTE.—William was a Norman by birth and parentage, and was Duke of Normandy before he ascended the English Throne, hence the House of Normandy.

2. WILLIAM RUFUS, second son of William the Conqueror.
3. HENRY the First, third son of William the Conqueror.

A.D. 1135.

HOUSE OF BLOIS, (1 Sovereign reigned for 19 years.)

4. STEPHEN, son of Adela, daughter of William the Conqueror.

NOTE.—Stephen's father was Count of Blois, hence the House of Blois.

A.D. 1154.

HOUSE OF PLANTAGENET, (8 Sovereigns reigned for 245 years.)

5. HENRY the Second, son of the Empress Matilda, daughter of Henry the First.

NOTE.—Henry the Second's father was Geoffry Plantagenet, Duke of Anjou, hence the House of Plantagenet.

6. RICHARD the First, surnamed Cœur du Lion, third son of Henry the Second.
7. JOHN, youngest son of Henry the Second.
8. HENRY the Third, eldest son of John.
9. EDWARD the First, eldest son of Henry the Third.
10. EDWARD the Second, fourth son of Edward the First.
11. EDWARD the Third, eldest son of Edward the Second.
12. RICHARD the Second, only son of Edward the Black Prince, eldest son of Edward the Third.

A.D. 1399.

HOUSE OF LANCASTER. (Red Rose.) (3 Sovereigns reigned 62 years.)

13. HENRY the Fourth, eldest son of John of Gaunt, third son of Edward the Third.

NOTE.—John of Gaunt was Duke of Lancaster, hence the House of Lancaster.

14. HENRY the Fifth, eldest son of Henry the Fourth.
15. HENRY the Sixth, only son of Henry the Fifth.

A.D. 1441.

HOUSE OF YORK. (White Rose.) (3 Sovereigns reigned for 44 years—both Houses.)

16. EDWARD the Fourth, eldest son of Richard, Duke of York, son of Lady Ann Mortimer, daughter of Roger Mortimer, son of Lady Philippa, daughter of Lionel, Duke of Clarence, second son of Edward the Third.

NOTE.—Edward the Fourth was descended from Edmund, Duke of York, the fourth son of Edward the Third, as well as from Lionel his second son; from Lionel he inherited the Throne, and from Edmund the Duchy of York, hence the House of York. In the line from Edmund, Edward the Fourth was son of Richard, son of Richard (husband of Lady Ann Mortimer,) son of Edmund, son of Edward the Third.

17. EDWARD the Fifth, eldest son of Edward the Fourth.

18. RICHARD the Third, brother to Edward the Fourth, and consequently of the same parentage.

A.D. 1485.

HOUSE OF TUDOR. (5 Sovereigns reigned for 118 years.)

19. HENRY the Seventh, son of Margaret Beaufort, only daughter of John, Duke of Somerset, son of John, Earl of Somerset, son of John of Gaunt, son of Edward the Third.

NOTE.—Henry the Seventh's father was Edmund Tudor, eldest son of Owen Tudor and Queen Katherine, widow of Henry the Fifth, hence the House of Tudor.

20. HENRY the Eighth, son of Henry the Seventh and Elizabeth of York, eldest daughter of Edward the Fourth, hence in him were united the Houses of York and Lancaster.

21. EDWARD the Sixth, son of Henry the Eighth and Jane Seymour.

22. MARY, daughter of Henry the Eighth, and Catharine of Arragon.

23. ELIZABETH, daughter of Henry the Eighth and Ann Boleyn.

A.D. 1603.

HOUSE OF STUART. (6 Sovereigns reigned for 111 years.)

24. JAMES the First, only son of Mary, Queen of Scots, daughter of James the Fifth of Scotland, son of the Princess Margaret, daughter of Henry the Seventh and Elizabeth of York.

NOTE.—James the First's father was Henry Stuart, Earl of Darnley, hence the House of Stewart.

25. CHARLES the First, second son of James the First.

HERE INTERVENED THE PROTECTORATE OF CROMWELL.

26. CHARLES the Second, second son of Charles the First.

27. JAMES the Second, third son of Charles the First.

28. WILLIAM the Third and Mary; William the Third; Prince of Orange, was son of Princess Mary, daughter of Charles the First; Mary was daughter of James the Second.

29. ANNE, daughter of James the Second.

A.D. 1714.

HOUSE OF HANOVER. (6 Sovereigns yet reigning, 148 years to 1862.)

30. GEORGE the First, son of the Princess Sophia, daughter of the Princess Elizabeth, eldest daughter of James the First.

NOTE.—George was elector of Hanover before he ascended the English Throne, hence the House of Hanover.

31. GEORGE the Second, only son of George the first.

32. GEORGE the Third, eldest son of Frederick, Prince of Wales, eldest son of George the Second.

33. GEORGE the Fourth, eldest son of George the Third.

34. WILLIAM the Fourth, third son of George the Third.

35. VICTORIA, only daughter of Edward, Duke of Kent, fourth son of George the Third.

VI. Short Critical Notices of Books.

— CATALOGUE OF THE MINERALS, &c., OF CANADA.—Montreal: John Lovell.—This publication contains a most valuable "Descriptive Catalogue of the Economic Minerals of Canada, by Sir William Logan, F.R.S., and of its Crystalline Rocks, by T. Sterry Hunt, F.R.S., sent to the London International Exhibition for 1862." Although a catalogue in form, it contains in fact a popularised bird's eye view of the geology of Canada. Each mineral and rock mentioned in the catalogue is described in untechnical language, and the part or parts of the country in which they are found, together with the formation to which they belong. Mr. Lovell, the enterprising publisher of the "Catalogue," has printed a large extra edition, so as to supply it at the unusually low price of 25 cts. per copy.

— LIFE WORK.—New York: R. Carter & Bros.—This is a reprint of one of a series of admirable books on the "Bible and Domestic Female Missions," by L. N. R., the authoress of "The Book and its Story," and "The Missing Link," which we have heretofore noticed. This book, also

styled "The Link and its Rivets," is designed to call forth not only more money but more workers, especially from the influential classes. It is therefore filled with deeply interesting facts and illustrative sketches of woman's lowly life in London, together with a narrative of the labours of the female agency, or the "missing link," employed to uplift and Christianize the unfriended poor of that great metropolis. To such influences, under Divine direction, we are no doubt indebted for the munificent gift of George Peabody, Esq., to the poor of London, which is recorded on page 76 of this number of the *Journal*.

— **THE GOLDEN RULE.**—New York: A. D. F. Randolph.—This is an English book. It consists of a series of excellent and entertaining stories, illustrative of the Ten Commandments, which are well calculated to produce a good effect on the minds of youth. The engravings are very good.

— **THE GOSPEL OF JESUS CHRIST.** By J. Addison Alexander, D.D., Princeton.—Edinburgh: Thomas Nelson & Sons.—Although aside from our purpose in writing these notices to review theological books, we think it proper to refer to this work. It extends to 578 12mo pages, and contains a series of discourses by an eminent divine of the American Presbyterian Church on the "Gospel of Jesus Christ." These discourses have been highly spoken of by literary critics. The book is well printed.

— **HISTORICAL EVIDENCES.** By the Rev. George Rawlinson, M.A. Boston: Gould & Lincoln.—This admirable book has been hailed by the English Christian public as a most valuable contribution to the historical evidences in favour of the Bible, and especially that part of it which embodies the researches of the author's distinguished brother, Sir Henry Rawlinson, in Egypt and Assyria. The work contains eight lectures, delivered in the Oxford University pulpit in the year 1859 on the Bampton foundation, and entitled "The Historical Evidences of the Truth of the Scripture Records stated anew, with special reference to the Doubts and Discoveries of Modern Times." The Notes appended to the American edition of the Lectures are translations from the original texts, quoted by the author, which have been made for this edition, by the Rev. A. N. Arnold, an American clergyman.

— **PHILIP MELANCTHON.** By C. F. Ledderhose.—Philadelphia: Lindsay & Blakiston.—This life of Melancthon supplies a hiatus which has been long felt in popular foreign religious biographical literature. Lives of Luther, by various English writers, are numerous; but it is singular that only one life of Melancthon has hitherto been written in the English language—that by the Rev. Dr. Cox. The present life was originally written in German, and is translated by the Rev. G. F. Krobek, a Lutheran Minister in Pennsylvania. The book contains an excellent steel portrait of Melancthon.

— **MAYHEW'S HORSE DOCTOR.**—New York: D. Appleton & Co.—Like Youatt's book on "The Horse," this work is also a standard authority in England and America, on the treatment of the horse. It contains "an accurate and detailed account of the various diseases to which the equine race are subjected; together with the latest mode of treatment, and all the requisite prescriptions, written in plain English." It is "illustrated with more than 400 pictorial representations," and will be found of the greatest value to farmers and others interested in the proper treatment of that noble animal, the horse.

VII. Educational Intelligence.

CANADA.

— **THE CANADIAN LITERARY INSTITUTE.**—We are glad to perceive from the Annual Catalogue of this College, that its permanency and usefulness as an institution of learning is being so well founded; and that the discipline and course of instruction are so well calculated to secure to it a character second only to that of the University of Toronto. Although depending for pecuniary support upon the pure voluntary offerings of its friends, and on the fees of the students, it lacks, in this respect—nothing. There are in attendance during the present year, 161 students. Twenty-seven of these are Theological students; and there are attending the higher department, 49 ladies and 66 gentlemen. The Board of Instruction at present consists of the Rev. R. A. Fyfe, D.D., Principal, and Professor of Theology, and Lecturer on Moral and Intellectual Philosophy; the Rev. William Stewart, B.A., Tutor in Latin, Greek, and Hebrew, and Lecturer on Logic; C. B. Hankinson, B.S., Tutor in Mathematics, and Lecturer on Natural Science; Mrs. C. B. Hankinson, Lady Principal, Teacher in French; Miss P. S. Vin-

ing, Teacher in Drawing, Painting, and Rhetoric; Miss S. H. Brown, Teacher in Instrumental Music. Examinations of all the Classes in the Primary and Higher Departments are held either at the close of the term, which each study has been pursued, or at the end of the year. The Theological Classes will hereafter be examined during the second week of September, at the commencement of the Academic year. These examinations are conducted with the assistance of Committees appointed for that purpose. A daily record is kept by each of the Teachers of the recitation and deportment of every student in the class; and this, in connection with the terminal examination, decides the position of the student on the Merit-Roll made up at the close of every term. Diplomas will be granted to those students who have pursued a full course of study, either in the Literary or Theological Departments, and have sustained good examinations thereon. All students are required to attend, twice every Lord's day, such church as their parents and guardians may prefer. There are two Prayer Meetings held weekly; and a Bible Class is taught by the Principal every Sabbath afternoon. Attendance at the Prayer Meetings and Bible Class is optional. All students are required to attend chapel prayers every morning. There are two societies connected with the Institute,—the Adelpian, a Literary Society; and the Judson, a Missionary Society. The Literary Society is composed entirely of male students, and holds weekly meetings. The Missionary Society is composed of both males and females, and holds monthly meetings, at which Lectures are delivered, and Essays on topics of a missionary character are presented. The Academic year commences about the middle of September. It is divided into three terms, two of 13 weeks each, and one of 14 weeks. The first term ends three days previous to Christmas, and is followed by a vacation of two weeks. The second term commences the second week of January, continues till the second of April, and is followed by a vacation of one week. The third term commences about the middle of April, and continues till the middle of July.

— **UPPER CANADA COLLEGE—PRESENTATION.**—Yesterday (16th April) being the last day of term at Upper Canada College, and being also the last occasion on which the Rev. Dr. Scadding took his seat as first Classical Master of the College, the pupils were assembled, and a number of ladies and gentlemen were present to witness the presentation of an address to him by the pupils. Principal Cockburn was present on behalf of the College, and Professor Wilson on behalf of the Senate of Toronto University—Dr. McCaul being unable to attend. On the usual prayer being read, the head boy, Bell, advanced, and with much good emphasis and feeling, read an appropriate address, which concluded as follows:—"Accept from us the accompanying tokens of remembrance. If weighed in mere earthly scales against lead or iron, they would be of no great value, but we confidently rely upon your generosity to weigh them by the intentions of the donors, and to estimate them accordingly." The plate presented to Dr. Scadding consisted of a very handsome solid silver ice-jug and salver, richly chased. It was manufactured by Mr. J. E. Ellis, jeweler, King-street, and bore the following inscription beautifully engraved in mediæval characters by Mr. Rolph:—"Henrico. Scadding. S. T. P. Cantab. Canadæ. Uterioris. Decedenti. Hoc. Munusculum. Alumni. Reverentes. Grate. Amantes. Dedicaverunt. A.D. xvi. Kal. Maias. MDCCLXII."—which may be rendered in English: "To the Rev. Dr. Scadding, on his retirement from Upper Canada College, the pupils presented this gift, as a slight testimonial of their respect, and grateful affection. April 16th, 1862." From Dr. Scadding's reply, we make the following extracts:—"When I look back over my career, many solemn thoughts arise as to its practical fruits; and I discern more keenly than ever, the accountability which rests on the public instructor who has to do with the as yet unsullied but most sensitive human soul. All I can say is, that I hope my influence by precept and example has been for good. It has been my lot, indeed, to labour obscurely down in the substructions of the edifice, and I have committed doubtless mistakes from momentary errors of judgment, but I hope that, on the whole, I have not failed to make some serviceable contributions to the general result. In dealing with a great variety of minds, one may take for granted that his words of instruction have not in every one had the same amount of force; that they have been sometimes misunderstood; that in some instances they have been wholly wasted; that soon after they passed the lip they, in effect, died away like the echoes in the 'purple glens' of the poets' Elfand; but in innumerable cases, nevertheless, they have not died away, but still, instinct with the life of truth, roll on

" 'From soul to soul,
And grow forever and forever.'"

And it is in this reflection that the public instructor who has realized his function and has done his best to discharge it, finds his exceeding great reward. There are many 'last words' which it might be desirable to say on this occasion; but your intelligence does not require that I should say much. You know already, I think, the priceless value of that plastic and impressive season of life which you are now passing through, given to every man just once, an hour of grace never to recur. You know already that you ought every day to be aiming at the possession of other qualities than mere literary accomplishments; that to human knowledge you should be seeking to add, as the prayer daily offered in this Hall teaches you, another and a higher wisdom. I will only add, in parting, what will also be to some of you no novelty, but what to others will perhaps seem one more—the last—of my enigmatical sayings. Amidst all your gettings and strivings and propitiations, establish in your breasts a little shrine to *Aidōa*. I cannot compress more into one word than I do when I say this. Nor can I convey in any English word fully the idea of what *Aidōa* is. But you will discover for yourselves. A regard to this power or principle, or whatever you may call it, sincerely maintained and rendered habitual, is that which, in all ages, has made youth lovely, and has thrown over manhood, especially a cultivated manhood, an indescribable charm."

The following is a copy of a resolution by the Senate of the University of Toronto on the 18th of March last:

"That the Senate most sincerely regrets that physical infirmities should cause Dr. Scadding to resign the First Classical Mastership of Upper Canada College, which he has so long and so honorably filled. They cannot allow the present opportunity to pass without expressing their high sense of the thorough conscientiousness with which he has discharged the duties of that office, and the lofty Christian example which he has manifested in every relation of life, and which during the long service of nearly a quarter of a century has shed no mean lustre on the institution with which he has been so long connected."

Professor Wilson, on the part of the Senate, added a few words of the high esteem in which Dr. Scadding had been held, and expressed the hope, that though his official connexion had ceased, he would still take an active part in the institution.

The Principal, Mr. Cockburn, expressed his great regret at losing the assistance of Dr. Scadding, and pointed to his career as an example for the youth of the country to follow.

The proceedings were here terminated, and the company separated, the College boys leading the way and shouting with that peculiar vigor of our young days, all the *Io Pæans* incident to the commencement of a vacation, however short.—*Leader*.

— UNIVERSITY OF VICTORIA COLLEGE.—It will be fresh in the memory of our youngest reader that before His Royal Highness the Prince took his departure from the shores of this continent on the occasion of his visit in 1860, he graciously signified his intention of giving to the several Universities in our Province a sum of money to be applied for the fostering of learning in such manner as the authorities of each should deem best. The sum total being equitably divided by the late Governor General at the close of the same year, the University of Victoria College was last year enabled to offer two prizes to the students who stood First and Second in Arts, the First Prize being given to that student who took the highest standing in all the prescribed subjects of the curriculum during the four years of the undergraduate's career. It was afterwards decided that the Prizes should consist of a Gold Medal for the "First in Arts" and a Silver Medal for the "Second in Arts," but as this determination was not arrived at in time to have the Medals manufactured before the Convocation of 1861, the Prizemen of that year received a donation of books with the understanding that they should receive their medals, as the first of the Prince of Wales Prizemen, as soon as they were prepared. These medals have at last been received by the authorities of Victoria College in company with those designed for the Prizemen of the present year, and as we have had the pleasure of examining them we will describe them to the best of our ability. The Gold Medal to be presented to Mr. Alexander Burns, (the First Prizeman last year) bears on the obverse an excellent likeness of Queen Victoria, with the usual tiara above her truly regal brow, and surrounded with the inscription,—"Universitas Victoria Collegium fundata, A.D. 1841." On the reverse appears the name of the Prizeman, surmounted with the crest of the Prince of Wales, and his motto—"Ich Dien." Below the name, if we remember rightly are the words "*Primus in Artibus*." A beautifully executed wreath of maple-leaves surrounds the name and the inscription referred to, while surrounding the whole, is the following

inscription—"Pramium a celissimo Alberto Edwardo Principe Wallie Institutum A.D., 1861." The Silver Medal for Mr. Wm. McClive, the Second Prizeman for last year, is similar in design and execution. Both Medals reflect the highest credit on their manufacturer,—Mr. Frederick B. Smith, of New York, and the same may be said of the designer, whoever he may be. We especially admire the chaste, classic elegance of the portrait of the Queen, which reminds us of the happiest efforts of the late Mr. Wyon. Having mentioned Mr. McClive's name, we may perhaps be allowed to announce that he has accepted the office of Tutor in the University in which he graduated last year with so much honor, while at the same time he pursues his studies for the Bar. He is a member of the Presbyterian Church, and as such is a living illustration of the great fact that the University of Victoria College, though she is denominational is not sectarian.—*Coboury Star*.

— UNIVERSITY OF MCGILL COLLEGE.—It will give much pleasure to the friends of scientific education and of the McGill University, to be informed that, at a late meeting of the Board of Governors, T. Sterry Hunt Esq., Sc. D., M. A., F. R. S., &c., was appointed to the chair of Applied Chemistry and Mineralogy, now created in the Faculty of Arts. While the eminent qualifications and high reputation of Dr. Hunt shed lustre on this new chair, the University has conferred an important benefit on the country, and especially on this city, in placing within the reach of young men entering on those professions in which a knowledge of practical chemistry is of importance, advantages which they have heretofore been obliged to seek abroad. There can be no doubt that in this great centre of manufactures and medical education, a large number of students will be found ready to avail themselves of the means of scientific training thus offered. It is proper to add that the University is enabled to extend its usefulness in this direction, chiefly through the liberality of two of its friends—William Molson, Esq., who has erected the Laboratory building; and another gentleman, who for the present withholds his name, who contributes the salary of the chair,—leaving merely the apparatus and incidental expenses to be provided for by the University. The present appointment does not interfere with the Professorship of Chemistry in the Medical Faculty, so long held by Dr. Sutherland, Dr. Hunt's duties being limited to the students in Arts and to special students in Practical Chemistry; while the removal of Mineralogy from the Chair of Natural History will enable Dr. Dawson to devote himself more exclusively to other departments of that extensive subject, thus rendering the course of Natural Science in McGill University one of the most complete to be found anywhere. Dr. Hunt retains his connection with the Geological Survey of Canada; and in adding thereto the function of a public teacher, only conforms himself to the established practice of the officers of the Geological Survey of Great Britain.—*Montreal Gazette*.

VIII. Departmental Notices.

DISTRIBUTION OF THE JOURNAL OF EDUCATION.

In consequence of the number of Local Superintendents who, for various reasons, have declined personally to superintend the distribution of the *Journal of Education* in their respective townships, in the way suggested in the circular notice published in the *Journal* for February last, the plan then proposed has been abandoned. It is however suggested, that each Local Superintendent should make arrangements at the post-offices within the bounds of their respective fields of labour, for the prompt and regular delivery of the *Journal*. All copies not called for within a reasonable time, should be returned to the Educational Department.

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools have also been sent to the County Clerk, and will be supplied direct to the head Masters, upon application to the Clerk.

NORMAL SCHOOL.

The present Session of the Normal School will terminate on the 22nd of June. The next Session will commence on the 8th of August. Application for admission should be made not later than the first week of the Session.

NOTICE TO CANDIDATES FOR GRAMMAR SCHOOL MASTERSHIPS.

The Committee of Examiners appointed by the Council of Public Instruction for Upper Canada, meets in the Normal School Buildings, Toronto, on the last Monday in June and the first Monday in January of each year. Candidates are required to send in their names to the Chairman of the Committee one week previous to the day of examination.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, SCHOOL PRIZE BOOKS, ETC.

[Insert Post Office address here.]

SIR,—The [Trustees, or Board of Trustees, if in Towns, &c.] of the School being anxious to provide [Maps, Library Books, or Prize Books, &c.] for the Public Schools in the [Section, Town, or Village, &c.] hereby make application for the &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to for Public Schools. The selected are *bona fide* for the; and the CORPORATION HEREBY PLEDGES ITSELF not to give or dispose of them, nor permit them to be given or disposed of, to the teacher or to any private party, OR FOR ANY PRIVATE PURPOSE WHATSOEVER, but to apply them solely to the purposes above specified in the Schools of the in terms of the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the Station of the Railway, addressed to

IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of*, this day of, 186-.

Amount remitted, \$.....

Trustees must sign their own names. } { Corporate seal to be placed here.

To the Chief Superintendent of Education, Toronto.

NOTE.—Before the trustees can be supplied, it will be necessary for them to have filled up, signed and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the *one hundred per cent.* will be added to the remittance, and the order, so far as the stock in the Depository will permit made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of *two dollars* additional, have one engraved and sent with the articles ordered.

* If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be NECESSARY TO SEND NOT LESS THAN *five dollars* additional for each class of books, &c., with the proper forms of application for each class.

☞ The *one hundred per cent.* will not be allowed on any

* The Trustees of the Section; Chairman and Secretary of the Board of City Town, or Village Trustees; Warden, Mayor, or Reeve.

sum less than *five dollars*. Text books cannot be furnished on the terms mentioned above: they must be paid for in all, at the net catalogue prices.

ASSORTED PRIZE BOOKS IN PACKAGES,

Selected by the Department, for Grammar or Common Schools, from the Catalogue, in assorted packages as follows:

Package No. 1. Books and Cards, 5cts. to 70cts each.....	\$10
" No. 2. Ditto ditto 5cts. to \$1.00 each.....	\$16
" No. 3. Ditto ditto 5cts. to \$1.25 each.....	\$20
" No. 4. Ditto ditto 10cts. to \$1.50 each.....	\$26
" No. 5. Ditto ditto 10cts. to \$1.75 each.....	\$30
" No. 6. Ditto ditto 10cts. to \$2.00 each.....	\$36
" No. 7. Ditto ditto 15cts. to \$2.25 each.....	\$40
" No. 8. Ditto ditto 15cts. to \$2.50 each.....	\$46
" No. 9. Ditto ditto 15cts. to \$2.75 each.....	\$50
" No. 10. Ditto ditto 20cts. to \$3.00 each.....	\$56
" No. 11. Ditto ditto 20cts. to \$3.25 each.....	\$60
" No. 12. Ditto ditto 20cts. to \$3.50 each.....	\$66
" No. 13. Ditto ditto 25cts. to \$3.75 each.....	\$70
" No. 14. Ditto ditto 55cts. to \$4.00 each.....	\$76
" No. 15. Ditto ditto 25cts. to \$4.25 each.....	\$80
" No. 16. Ditto ditto 30cts. to \$4.50 each.....	\$86
" No. 17. Ditto ditto 30cts. to \$4.75 each.....	\$90
" No. 18. Ditto ditto 30cts. to \$5.00 each.....	\$90
" No. 19. Ditto ditto 35cts. to \$5.25 each.....	\$100
" No. 20. Ditto ditto 35cts. to \$5.50 each.....	\$120

☞ *Special Prizes*, in handsomely bound books, singly at from \$1.05 to \$5.50. In sets of from two to six volumes of Standard Literature, at from \$3.00 to \$10.00 per set.

* Trustees are requested to send in their usual orders for the coming holiday season at as early a date as possible, so as to elure an early despatch of their parcels, and thus prevent disappointment.

METEOROLOGICAL INSTRUMENTS AND BOOKS FOR SALE AT THE EDUCATIONAL DEPOSITORY, TORONTO.

I. BAROMETERS.

STANDARD BAROMETER, mahogany frame.....	\$72 00
MERCURIAL BAROMETER, mahogany frame.....	38 00
WHEEL BAROMETER, \$8 50 to.....	20 00
BOURDON'S BAROMETER.....	25 00
PEDIMENT BAROMETER, \$4 00 to.....	20 00

II. THERMOMETERS.

SELF-REGISTERING MAXIMUM THERMOMETER, walnut frame.....	9 00
MINIMUM THERMOMETER, walnut frame.....	9 00
MINIMUM THERMOMETER, 9 inches.....	2 00
HYGROMETER, Wet and Dry Bulb Thermometer, mahogany frame.....	18 00
8-in. LANCEWOOD THERMOMETER.....	0 38
8-in. BOXWOOD THERMOMETER, double scales from 85 cents to.....	0 95
10-in. do do do do \$1 00 to.....	1 15
12-in. do do do do 1 15 to.....	1 30
RAIN GAUGE, of japanned tin, with measuring glass.....	5 00

III. BOOKS AND CHARTS.

GENERAL INSTRUCTIONS for making the Meteorological Observations at the Senior County Grammar Schools.....	0 75
DAILY REGISTER BOOK, containing printed forms, and adapted for the complete observations of one year.....	3 00
MONTHLY AND ANNUAL ABSTRACT BOOK, do do.....	3 00
BLANK BOOKS FOR EXTRAORDINARY RECORDS.....	75 00
FOUR TABLES, for Barometer, Rain Gauge, &c., and synopsis, reprinted from the instructions on sheets, 3 cents each, cards 10 cents each.....	
DREW'S PRACTICAL METEOROLOGY.....	1 15
MULLER'S PHYSICS AND METEOROLOGY, with 538 engravings on wood, and 2 coloured plates.....	2 75
BROOKESBY'S ELEMENTS OF METEOROLOGY.....	0 60
CHAMBER'S METEOROLOGY.....	0 20
THOMPSON'S INTRODUCTION TO METEOROLOGY.....	2 25
SCHOFFER AND LOWE'S PRACTICAL METEOROLOGY.....	0 27
SMITHSONIAN INSTITUTION Map of the Stars near the North Pole for observations on the Aurora.....	0 25
REYNOLD'S COLOURED DIAGRAM of the Barometer with explanation of construction, &c.....	1 50
GLAISHER'S HYGROMETICAL TABLES.....	0 75

ADVERTISEMENTS inserted in the *Journal of Education* for 25 cents per line, which may be remitted in postage stamps, or otherwise.

All communications to be addressed to J. GEORGE HODGINS, LL.B., Education Office, Toronto.

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APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR UPPER CANADA, FOR THE YEAR 1862.

Circular to the Clerk of each County, City, Town, and Village Municipality in Upper Canada.

SIR,—I have the honour to transmit herewith, a certified copy of the apportionment for the current year, of the Legislative School Grant to each City, Town, Village, and Township, in Upper Canada. This apportionment will be payable at this Office, to the Agent of the Treasurer of your Municipality, on the 1st of July, provided that the School Accounts have been duly audited, and, together with the Auditors' and Local Superintendents' Reports, have been transmitted to the Department.

The basis of apportionment to the several Counties, Cities,

Towns, Villages, and Townships for this year, is the census returns of 1861, which have been procured for that purpose by this Department from the Bureau of Statistics at Quebec. This was not the case last year so far as the townships were concerned, as the township populations had not then been made up. For this reason it will be seen that some townships receive a less apportionment and some a greater than in 1861. But by this means a more just and equitable apportionment has been made to those new and thinly settled Counties where poor schools have heretofore existed, and where the ordinary Legislative and Municipal grants have not been sufficient to enable Trustees to sustain the schools during the whole year.

Where Separate Schools exist, the sum apportioned to the Municipality has been divided among the Common and Roman Catholic Separate Schools therein, according to the average attendance of pupils at both classes of Schools during that year, as reported by the Trustees.

The gross sum apportioned this year is about \$3,000 more than that of last year.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I am, Sir,

Your obedient Servant,

E. RYERSON.

Education Office,

Toronto, 4th June, 1862.

Apportionment to Counties, for 1862.

1. COUNTY OF GLENGARRY.		
Townships.	Apportionment.	
Charlottetown	\$713 00	
Do. for Separate Schools.....	\$56 00	
Kenyon	558 00	
Lancaster	458 00	
Do. for Separate Schools.....	67 00	
Lochiel	514 00	
Do. for Separate School	68 00	
Total for County, \$2454.	\$191 00	\$2343 00
2. COUNTY OF STORMONT.		
Cornwall	\$375 00	
Finch	275 00	
Osnabrock	648 00	
Roxborough.....	364 00	
	\$1363 00	

3. COUNTY OF DUNDAS.		
Townships.	Apportionment.	
Matilda	\$558 00	
Mountain	423 00	
Williamsburgh	537 00	
Winchester	470 00	
	\$1988 00	
4. COUNTY OF PRESCOTT.		
Alfred	\$156 00	
Caledonia	124 00	
Hawkesbury, East	376 00	
Do. for Separate Schools.....	\$100 00	
Do. West	251 00	
Longueuil.....	185 00	
Plantagenet, North	264 00	
Do. for Separate School	27 00	
Do. South	143 00	
Total for County, \$1634.	\$126 00	\$1408 00

5. COUNTY OF RUSSELL.		
Townships.	Apportionment.	
Cambridge	\$76 00	
Clarence	199 00	
Cumberland.....	300 00	
Russell	208 00	
	\$783 00	
6. COUNTY OF CARLETON.		
Fitzroy	\$356 00	
Do. for Separate School	\$16 00	
Gloucester	520 00	
Goulbourn	335 00	
Gower, North	296 00	
Huntley.....	304 00	
March.....	187 00	
Marlborough	288 00	
Nepean	483 00	
Do. for Separate School	24 00	

COUNTY OF CARLETON—Continued.

Townships.	Apportionment.
Osgoode.....	\$468 00
Toronto.....	77 00
Total for County, \$3244.	\$540 00 \$3304 00

7. COUNTY OF GREENVILLE.

Augusta.....	\$635 00
Edwardsburgh.....	610 00
Do. for Separate School.....	\$87 00
Gower, South.....	125 00
Oxford on Eiderau.....	512 00
Wolfe.....	312 00
Do. for Separate School.....	\$25 00
Total for County, \$3230.	\$500 00 \$3230 00

8. COUNTY OF LAMBTON.

Bastard.....	\$430 00
Burrows South.....	50 00
Crosby North.....	243 00
Do. South.....	243 00
Elmsburgh.....	605 00
Elmsley South.....	161 00
Escott Front.....	153 00
Kitley.....	396 00
Leeds and Lansdowne Front.....	531 00
Do. do. Rear.....	281 00
Yonge Front.....	205 00
Yonge and Escott Rear.....	258 00
Total for County, \$3220.	\$3220 00

9. COUNTY OF LANARK.

Bathurst.....	\$370 00
Beckwith.....	292 00
Burrows North.....	180 00
Dalhousie.....	198 00
Do. for Separate School.....	\$5 40
Darling.....	108 00
Drummond.....	390 00
Elmsley North.....	160 00
Lanark.....	331 00
Lanark.....	33 00
Montague.....	309 00
Pakenham.....	230 00
Ramsay.....	471 00
Sherbrooke North.....	48 00
Do. South.....	54 00
Total for County, \$3215.	\$8 00 \$3207 00

10. COUNTY OF RENFREW.

Admaston.....	\$196 00
Alcona.....	46 00
Alice.....	82 00
Baigent and Brougham.....	178 00
Bithfield.....	20 00
Brouley.....	144 00
Brudenell, Baglan, and Radcliffe.....	115 00
Grattan.....	132 00
Do. for Separate School.....	\$12 00
Horton.....	187 00
McNab, including Arnprior.....	307 00
Penbrooke.....	69 00
Petewawa, Buchanan and McKay.....	43 00
Rolph and Wylie.....	29 00
Rosa.....	150 00
Sebastopol and Griffith.....	67 00
Stafford.....	63 00
Westmeath.....	236 00
Wilberforce.....	148 00
Total for County, \$2171.	\$12 00 \$2159 00

11. COUNTY OF FRONTENAC.

Barrie and Clarendon.....	\$53 00
Bedford.....	160 00
Do. for Separate School.....	\$54 00
Hinchinbrooke.....	87 00
Kynnebo.....	49 00
Kingston.....	518 00
Do. for Separate School.....	14 00
Levithborough.....	281 00
Mitter and Canoto.....	7 00
Olden.....	50 00
Oso.....	40 00
Palmerton.....	14 00
Pittsburgh.....	465 00
Do. for Separate Schools.....	40 00
Portland.....	336 00
Storrington.....	335 00
Wolfe Island.....	358 00
Do. for Separate Schools.....	56 00
Total for County, \$2379.	\$144 00 \$2375 00

12. COUNTY OF ADDINGTON.

Amherst Island.....	\$146 00
Anglo.....	21 00
Camden East.....	738 00
Do. for Separate School.....	\$16 00
Denbigh and Abinger.....	20 00
Ernestown.....	543 00
Kaladar.....	124 00
Sheffield.....	303 00
Do. for Separate School.....	33 00
Total for County, \$1944.	\$40 00 \$1895 00

13. COUNTY OF LENNOX.

Townships.	Apportionment.
Adolphustown.....	\$93 00
Fredericksburgh North and South.....	388 00
Richmond.....	396 00
Total for County, \$876 00.	\$876 00

14. COUNTY OF PRINCE EDWARD.

Ameliasburgh.....	\$401 00
Athol.....	309 00
Hallowell.....	374 00
Do. for Separate School.....	\$45 00
Ellier.....	365 00
Marysburgh.....	448 00
Sophiasburgh.....	323 00
Total for County, \$2106.	\$42 00 \$2117 00

15. COUNTY OF HASTINGS.

Elzevir.....	\$150 00
Hungerford.....	479 00
Do. for Separate School.....	\$21 00
Huntingdon.....	335 00
Minto.....	418 00
Marmora and Lake.....	173 00
Bawdon.....	413 00
Sidney.....	584 00
Thurlow.....	537 00
Do. for Separate School.....	\$0 00
Tudor.....	97 00
Tyendinaga.....	835 00
Hastings Road.....	77 00
Total for County, \$4452.	\$41 00 \$4090 00

16. COUNTY OF NORTHUMBERLAND.

Alnwick.....	\$159 00
Brighthorn.....	426 00
Cramahe.....	441 00
Haldimand.....	708 00
Hamilton.....	736 00
Monaghan South.....	148 00
Murray.....	415 00
Percy.....	380 00
Do. for Separate School.....	\$34 00
Seymour.....	441 00
Total for County, \$3502.	\$24 00 \$3526 00

17. COUNTY OF DURHAM.

Cartwright.....	\$313 00
Cavan.....	503 00
Clarke.....	758 00
Darlington.....	794 00
Hope.....	676 00
Manvers.....	426 00
Total for County, \$3385 00.	\$3385 00

18. COUNTY OF PETERBOROUGH.

Asphodel.....	\$334 00
Belmont and Methuen.....	78 00
Douro.....	239 00
Dumfries.....	242 00
Ennismore.....	99 00
Galway.....	49 00
Harvey.....	41 00
Minden, Shepope and Dymart.....	51 00
Monaghan North.....	147 00
Otonabee.....	445 00
Do. for Separate School.....	\$25 00
Smith.....	436 00
Snowden.....	21 00
Total for County, \$3242.	\$25 00 \$3216 00

19. COUNTY OF VICTORIA.

Anson.....	\$13 00
Baxley.....	26 00
Carden.....	71 00
Dalton.....	7 00
Digby.....	10 00
Eldon.....	235 00
Emily.....	451 00
Fenelon.....	244 00
Hindon.....	1 00
Landon.....	46 00
Lutterworth.....	56 00
Macaulay and Draper.....	2 00
Mariposa.....	639 00
Ope.....	330 00
Somersville.....	70 00
Verulam.....	177 00
Total for County, \$2433 00.	\$2433 00

20. COUNTY OF ONTARIO.

Brock.....	\$351 00
Mara.....	225 00
Pickering.....	920 00
Rama.....	43 00
Reach.....	714 00
Scott.....	240 00
Scorpe Island.....	89 00
Thorah.....	186 00
Uxbridge.....	452 00
Whitby East.....	421 00
Do. West.....	407 00
Total for County, \$4236 00.	\$4236 00

21. COUNTY OF YORK.

Townships.	Apportionment.
Ethiobooks.....	\$384 00
Do. for Separate School.....	\$18 00
Georgina.....	171 00
Willimbury East.....	444 00
do North.....	211 00
King.....	927 00
Markham.....	906 00
Scarborough.....	586 00
Vaughan.....	914 00
Whitchurch.....	623 00
York.....	1001 00
Do. for Separate Schools.....	\$7 00
Total for County, \$3823.	\$115 00 \$3938 00

22. COUNTY OF PHEL.

Albion.....	\$202 00
Oakdon.....	527 00
Chingawacou.....	798 00
Gore of Toronto.....	170 00
Do. for Separate School.....	\$25 00
Toronto.....	758 00
Total for County, \$3389.	\$25 00 \$3364 00

23. COUNTY OF SIMCOE.

Adjala.....	\$215 00
Essex.....	333 00
Flores.....	100 00
Gwillimbury West.....	412 00
Innisdale.....	286 00
Madoc.....	188 00
Mono.....	416 00
Morrison and Meacham.....	84 00
Mulmur.....	268 00
Nottawassau.....	447 00
Orillia and Matchedash.....	136 00
Do. for Separate School.....	\$28 00
Oro.....	349 00
Sunnyside.....	113 00
Tay and Tiny.....	318 00
Tecumseh.....	532 00
Tomcoronto.....	123 00
Vespra.....	116 00
Do. for Separate School.....	\$10 00
Total for County, \$4298.	\$42 00 \$4340 00

24. COUNTY OF HALTON.

Bequensing, including Georgetown.....	\$281 00
Namagaweya.....	332 00
Nelson.....	524 00
Trafalgar.....	773 00
Total for County, \$2349 00.	\$2349 00

25. COUNTY OF WENTWORTH.

Ancaster.....	\$379 00
Berton.....	325 00
Beverley.....	728 00
Binbrooke.....	241 00
Flamborough East.....	437 00
do Separate School.....	\$24 00
Flamborough West.....	493 00
Glanford.....	252 00
Salisfoot.....	315 00
Total for County, \$3327.	\$24 00 \$3303 00

26. COUNTY OF BRANT.

Brantford.....	\$789 00
Burford.....	643 00
Dumfries South.....	446 00
Oakland.....	125 00
Onondaga.....	536 00
Tuscarora.....	126 00
Total for County, \$3365 00.	\$3365 00

27. COUNTY OF LINCOLN.

Calistot.....	\$230 00
Clinton.....	336 00
Gainsborough.....	340 00
Grantham.....	386 00
Do. for Separate School.....	\$67 00
Grimsby.....	345 00
Louth.....	233 00
Niagara.....	270 00
Total for County, \$3203.	\$67 00 \$3136 00

28. COUNTY OF WELLAND.

Bertie.....	\$307 00
Crowland.....	107 00
Humberstone.....	540 00
Pelham.....	504 00
Stamford.....	340 00
Thorold.....	320 00
Wainfleet.....	286 00
Willoughby.....	176 00
Total for County, \$3244 00.	\$3244 00

30. COUNTY OF HALDIMAND.

Townships.	Apportionment.
Cashborough	\$143 00
Cayuga North	245 00
do South	107 00
Dunn	109 00
Moulton and Sherbrooke	265 00
Oneida	311 00
Do. for Separate School	99 00
Rainham	245 00
Seneca	395 00
Walpole	555 00
Total for County, \$2354.	\$39 00 \$2315 00

31. COUNTY OF NORFOLK.

Charlottesville	\$990 00
Houghton	225 00
Middleton	353 00
Townsend	600 00
Walsingham	558 00
Windham	451 00
Do. for Separate School	\$19 00
Woodhouse and Gore	425 00
Total for County, \$3070.	\$19 00 \$3051 00

31. COUNTY OF OXFORD.

Blainford	\$220 00
Blenheim	801 00
Danesham	680 00
Niasouri East	400 00
Norwich North	394 00
Do. South	337 00
Oxford North	303 00
Do. East	314 00
Do. West	313 00
Zorra East	518 00
Do. West	424 00
Total for County, \$3872.	\$141 00 \$3824 00

32. COUNTY OF WATERLOO.

Danforth North	\$478 00
Waterloo North	455 00
Do. South	450 00
Wellaley	621 00
Do. for Separate Schools	\$48 00
Wilket	624 00
Do. for Separate Schools	85 00
Woodwich	604 00
Total for County, \$3393.	\$141 00 \$3248 00

33. COUNTY OF WELLINGTON.

Amaranth	\$137 00
Arthur	268 00
Do. for Separate Schools	\$155 00
Bramos	414 00
Erin	580 00
Garafram	559 00
Guelph	355 00
Luther	79 00
Maryborough	360 00
Minto	253 00
Do. for Separate School	10 00
Nisbol	248 00
Do. for Separate School	38 00
Peel	575 00
Pikington	237 00
Do. for Separate Schools	38 00
Pasulich	540 00
Total for County, \$4680.	\$641 00 \$4039 00

34. COUNTY OF GREY.

Artemesia	\$298 00
Berlinck	353 00
Collingwood	171 00
Derry	142 00
Exmouth	357 00
Euphrata	189 00
Glenelg	353 00
Holland	240 00
Do. for Separate School	\$20 00
Kappel, Sarawak and Brooks	68 00
Malachuk	156 00
Normanby	357 00
Do. for Separate Schools	98 00
Osgrey	253 00
Proton	142 00
St. Vincent	244 00
Sullivan	199 00
Sydenham	347 00
Total for County, \$4680.	\$124 00 \$3556 00

35. COUNTY OF PERTH.

Blenhard	\$434 00
Downie	415 00
Easthope North	389 00
Do. South	267 00
Ellice	277 00
Do. for Separate School	\$26 00
Elms	275 00
Fullerton	332 00
Hibbert	337 00
Logan	329 00
Mornington	346 00
Wallace	376 00
Total for County, \$3393.	\$35 00 \$3370 00

36. COUNTY OF HURON.

Townships.	Apportionment.
Ashfield	\$200 00
Biddulph	391 00
Colborne	214 00
Goderich	411 00
Grey	253 00
Hay	351 00
Howick	255 00
Hullett	259 00
Do. for Separate School	\$26 00
McGillivray	450 00
McKillop	373 00
Morris	285 00
Stanley and Bayfield	356 00
Stephen	324 00
Tuckersmith	370 00
Turnberry	145 00
Wawanosh	328 00
Usborne	370 00
Total for County, \$5473.	\$28 00 \$5445 00

37. COUNTY OF BRUCE.

Albion	\$6 00
Amabel	20 00
Arran	203 00
Braut	359 00
Bruce	238 00
Carrick	363 00
Culross	338 00
Do. Separate School	\$24 00
Wierette	204 00
Greenock	180 00
Do. Separate School	\$1 00
Huron	279 00
Kincardine	\$34 00
Kinloss	\$11 00
Saugeen	174 00
Total for County, \$3872.	\$25 00 \$3817 00

38. COUNTY OF MIDDLESEX.

Adelaide	\$288 00
Carradoc	484 00
Delaware	226 00
Dorchester, North	425 00
Ekfrid	288 00
Lobo	408 00
London	1111 00
Metcalfe	300 00
Moss	245 00
Nissouri, West	261 00
Westminster	767 00
Do. Separate School	\$15 00
Williams, East	294 00
Do. West	215 00
Do. Separate School	48 00
Total for County, \$3872.	\$37 00 \$3819 00

39. COUNTY OF ELGIN.

Aldborough	\$267 00
Bayham	591 00
Dorchester, South	283 00
Dunwich	323 00
Malahide	611 00
Southold	686 00
Yarmouth	709 00
Total for County, \$3391 00	

40. COUNTY OF KENT.

Camden and Gore	\$315 00
Onetham and Gore	413 00
Dover, East and West	205 00
Harwich	523 00
Howard	427 00
Orford	293 00
Raleigh	363 00
Do. for Separate School	\$20 00
Romney	54 00
Tilbury, East	145 00
Zone	123 00
Total for County, \$3062.	\$20 00 \$3082 00

41. COUNTY OF LAMBERTON.

Bosanquet	\$356 00
Brooke	184 00
Dawn	83 00
Bunniskillen	123 00
Euphemie	242 00
Moore	330 00
Plympton	378 00
Sarnia	179 00
Sombra	206 00
Warwick	389 00
Total for County, \$2471 00	

42. COUNTY OF ESSEX.

Anderson	\$173 00
Colchester	263 00
Gosfield	270 00
Malden	154 00
Do. for Separate School	\$35 00
Malden	179 00
Mares	246 00
Rochester	155 00
Bandwich East	534 00
Do. for Separate School	34 00
Tilbury, West	136 00
Total for County, \$2319.	\$30 00 \$2349 00

Apportionment to Cities, Towns, and Villages, for 1862.

Cities—	Common Schools.	R. O. Sep. Schools.	Total.
Toronto	\$3558 00	\$1596 00	\$3153 00
Hamilton	1779 00	416 00	2195 00
Kingsion	1133 00	487 00	1580 00
London	1169 00	167 00	1327 00
Ottawa	848 00	535 00	1686 00
	\$8493 00	\$3473 00	\$11941 00

Towns—

Amherstburgh	\$124 00	\$141 00	\$265 00
Barrie	153 00	22 00	244 00
Belleville	333 00	189 00	721 00
Berlin	180 00	36 00	324 00
Bowmanville	319 00	.....	319 00
Brantford	605 00	100 00	717 00
Brooklyn	209 00	130 00	479 00
Chatham	425 00	46 00	512 00
Orford	101 00	47 00	148 00
Cobourg	458 00	130 00	578 00
Collingwood	159 00	.....	159 00
Cornwall	320 00	.....	320 00
Dundas	302 00	125 00	327 00
Galt	353 00	.....	353 00
Goderich	371 00	.....	371 00
Guelph	441 00	148 00	583 00
Ingersoll	321 00	70 00	391 00
Lindsay	90 00	129 00	219 00
Malton	104 00	.....	104 00
Niagara	.....	.....	258 00
Oakville	118 00	48 00	166 00
Owen Sound	254 00	.....	254 00
Paris	227 00	45 00	272 00
Perth	.....	.....	253 00
Peterborough	233 00	134 00	467 00
Pictou	169 00	63 00	237 00
Port Hope	473 00	.....	473 00
Prescott	142 00	135 00	297 00
Sandwich	113 00	.....	113 00
Sarnia	240 00	.....	240 00
St. Catharines	485 00	237 00	722 00
St. Thomas	164 00	33 00	197 00
Simcoe	213 00	.....	213 00
Whitby	300 00	41 00	340 00
Windsor	237 00	.....	237 00
Woodstock	333 00	.....	333 00
	\$	\$	\$11950 00

Incorporated Villages—

Ashburnham	\$114 00	.....	114 00
Bath	83 00	.....	83 00
Bradford	110 00	.....	110 00
Brampton	187 00	.....	187 00
Brighton	135 00	.....	135 00
Caledonia	133 00	.....	133 00
Cayuga	87 00	.....	87 00
Chippewa	125 00	.....	125 00
Clinton	115 00	.....	115 00
Colborne	92 00	.....	92 00
Dunnville	145 00	.....	145 00
Elora	106 00	13 00	119 00
Embro	83 00	.....	83 00
Fergus	113 00	16 00	129 00
Fort Erie	65 00	16 00	81 00
Hawkesbury	144 00	.....	144 00
Ho-peter	69 00	.....	69 00
Holland Landing	85 00	.....	85 00
Iroquois	71 00	.....	71 00
Kemptville	122 00	.....	122 00
Kincardine	112 00	.....	112 00
Merrickville	104 00	.....	104 00
Mitchell	139 00	.....	139 00
Norritburgh	98 00	.....	98 00
Napawee	187 00	16 00	203 00
Newburgh	110 00	.....	110 00
Newmarket	118 00	.....	118 00
New Hamburg	99 00	.....	99 00
Newmarket	109 00	50 00	159 00
Oshawa	173 00	58 00	231 00
Penbrooke	73 00	.....	73 00
Portsmouth	70 00	32 00	102 00
Preston	145 00	30 00	175 00
Renfrew	80 00	.....	80 00
Richmond	50 00	.....	50 00
Smith's Falls	120 00	.....	120 00
Southampton	70 00	.....	70 00
Stirling	86 00	.....	86 00
St. Mary's	319 00	.....	319 00
Stratford	323 00	.....	323 00
Strathroy	86 00	.....	86 00
Streetville	83 00	.....	83 00
Thorold	185 00	.....	185 00
Trenton	160 00	.....	160 00
Vincennes	104 00	.....	104 00
Waterloo	148 00	.....	148 00
Welland	83 00	.....	83 00
Yorkville	180 00	.....	180 00
	\$2795 00	\$231 00	\$3026 00

* The Reports from Niagara and Perth, not having been received, the apportionment for the common and separate schools in those places cannot yet be determined.

SUMMARY OF APPORTIONMENT TO COUNTIES, CITIES, TOWNS, AND VILLAGES, FOR 1862.

	Common Schools.	E. C. Sep. Schools.	Total.		Common Schools.	Separate Schools.	Total.		Common Schools.	Separate Schools.	Total.
1. Glengarry	2343 00	191 00	2434 00	31. York	6317 00	115 00	6432 00	41. Lambton	2471 00	.....	2471 00
2. Stormont	1862 00	.....	1862 00	32. Peel	2831 00	28 00	2859 00	42. Essex	2150 00	69 00	2219 00
3. Dundas	1903 00	.....	1903 00	33. Simcoe	4556 00	42 00	4598 00	District of Algoma.	206 00	.....	206 00
4. Prescott	1498 00	136 00	1634 00	34. Halton	2349 00	.....	2349 00		\$ 127175 00	\$ 1998 00	\$ 129073 00
5. Russell	783 00	.....	783 00	35. Wentworth	3303 00	24 00	3327 00	GRAND TOTALS.			
6. Carleton	3304 00	46 00	3350 00	36. Brant	2368 00	.....	2368 00	Total Counties and	127175 00	1998 00	129073 00
7. Grenville	2200 00	50 00	2250 00	37. Lincoln	2141 00	.....	2141 00	Districts	9468 00	3473 00	11941 00
8. Leeds	3629 00	.....	3629 00	38. Welland	2244 00	63 00	2307 00	Cities .....	.....	.....	11960 00
9. Lanark	3207 00	8 00	3215 00	39. Haldimand	2315 00	89 00	2404 00	Towns .....	.....	.....	6266 00
10. Renfrew	2159 00	12 00	2171 00	40. Norfolk	3051 00	19 00	3070 00	Villages	7995 00	231 00	8226 00
11. Frontenac	2735 00	144 00	2879 00	41. Oxford	4562 00	.....	4562 00				
12. Addington	1895 00	49 00	1944 00	42. Waterloo	3942 00	141 00	4083 00				
13. Lennox	876 00	.....	876 00	43. Perth	4579 00	241 00	4820 00				
14. Prince Edward	2117 00	43 00	2160 00	44. Grey	3956 00	124 00	4080 00				
15. Hastings	4090 00	41 00	4131 00	45. Huron	3570 00	23 00	3593 00				
16. Northumberland	3838 00	24 00	3862 00	46. Bruce	5452 00	26 00	5478 00				
17. Durham	3585 00	.....	3585 00	47. Middlesex	2917 00	55 00	2972 00				
18. Peterborough	2316 00	26 00	2342 00	48. Elgin	3319 00	57 00	3376 00				
19. Victoria	2423 00	.....	2423 00	49. Kent	3391 00	.....	3391 00				
20. Ontario	4236 00	.....	4236 00		2999 00	69 00	3068 00				

NOTE.—The School Monies apportioned to the various Counties, Cities, Towns, and Villages, as per the foregoing statement, are payable to the Toronto agents of the local treasurers, on the first day of July next. Wherever the apportionment is withheld, it is owing to omission or neglect on the part of the local school authorities to comply with the school law, and to transmit to the Educational Department the necessary reports or audited returns—blank forms of which were furnished from the Department early in the year.

II. Papers on the Progress of Education in 1861.*

1. EXTRACTS FROM THE EDUCATIONAL REPORT OF THE STATE OF NEW YORK FOR 1861.

The following is a summary of the financial reports of the schools of the State for the year ending Sept. 30th, 1861.

	Cities.	Rural Districts.
Balance on hand October 1, 1860	\$490,231.40	\$71,448.80
Amount received of State apportionment	384,838.54	947,063.15
Proceeds of Gospel and School Lands	83.22	20,506.84
Amount raised by District Taxes	1,509,615.07	521,195.71
Amount raised by rate bills .....	.....	397,215.87
Amounts received from all other sources	18,421.56	34,767.19
Totals	\$2,403,189.79	\$1,992,197.57
Total in cities	2,403,189.79	
Total in State	\$4,395,387.35	
PAYMENTS.		
For Teachers' wages	\$1,185,466.05	\$1,469,985.65
For libraries	7,411.74	26,733.63
For school apparatus	81,100.59	7,533.02
For colored schools	20,857.62	3,801.22
For expenses of school houses, viz., sites, building, hiring, purchasing repairing and insuring; fences, out-houses, furniture, &c	427,786.17	228,390.85
For all other incidental expenses	214,574.99	167,629.28
Amount on hand October 1, 1861	465,992.63	88,123.91
Totals	\$2,403,189.79	\$1,992,197.56
Total in cities	2,403,189.79	
Total in State	\$4,395,387.35	

Deducting the amount remaining on hand October 1, 1861, and we have as the total expenditure for common schools during the year, exclusive of the cost of supervision, the sum of \$3,841,270.81; an increase over the expenditure for the previous year, of \$97,023.86.

The statistics of the Department do not give the number of new school houses erected during the year to take the place of worn out structures, but exhibit simply the actual number in the State from year to year. The number reported September 30, 1861, is 11,697, being forty-seven more than the previous year.

The whole amount expended during the year in the purchase of sites, building, purchasing, repairing and insuring school-houses, appendages, &c., is \$656,177.02; being an excess of \$13,786.39 over the expenditure for the same purposes in 1860.

The steady improvement in the character of the school houses in the State, is exhibited by the following table:—

	Log.	Frame.	Brick.	Stone.	Total.
1857	333	9,747	876	610	11,566
1858	292	9,775	881	601	11,549
1859	281	9,801	903	591	11,576
1860	263	9,866	962	559	11,650
1861	246	9,918	971	562	11,697

* From reports which have been kindly furnished by State Superintendents and other gentlemen, to the Educational Department for Upper Canada.

In the five years above reported, there is a decrease of 87 in the number of log school houses, and an increase of 218 in those of frame, brick and stone.

The amount expended for school apparatus, \$88,663.61, of which \$81,100.59 was expended in the cities alone, may safely be regarded as yielding a full equivalent in practical results.

The reported number of children attending the public schools for a series of years is as follows:—

	1854.	1857.	1859.	1860.	1861.
10 months and over	53,850	54,434	52,994	64,302	63,810
8 months and less than 10	65,972	53,716	58,539	60,202	60,351
6 " "	8,133	113,507	115,832	117,022	117,145
4 " "	6,182,654	179,611	178,069	181,077	176,136
2 " "	4,206,971	221,656	239,708	237,175	239,814
Less than 2 months	191,175	215,213	206,390	207,610	215,598

Total

NO TRUSTEES' REGISTERS IN THE NEW YORK SCHOOLS.

In regard to this subject, however, I repeat the observations made by the late Superintendent of this Department, Hon. H. H. Van Dyck, in two successive reports to the Legislature, "that not much reliance can be placed on the correctness of the returns as to attendance in the schools, either at this or any previous period. We are dependent for their reliability entirely on the records kept by teachers, and the carefulness of trustees in transcribing them. In too many instances these details of daily attendance are kept upon loose scraps of paper—not unfrequently they are lost altogether, or carried away by the teacher after serving as the basis of a rate bill—whilst the absence of actual data at the time of making the annual report of the district, is supplied by the 'guesses' of intelligent trustees. Could each district be furnished with a 'school register,' substantially bound, properly ruled, and so divided as to show the name and age of each pupil, the time of his entrance into the school, and each day of his attendance throughout the week, month and term; imposing little labor on the teacher, and removing all excuse for inaccuracy; whilst it would form a continuous record of the school for successive years, it would constitute the greatest boon which could at this time be conferred on our common schools. In no way could the duties of the trustees be so essentially lightened; in no way could a fruitful source of dissension and litigation in the districts be so readily removed as by the adoption of the measure proposed. With a permanent record before them, trustees would find no difficulty in properly apportioning the rate bills; and at the close of the year a transcript of attendance could be made that would be in all respects reliable, both as a matter of general information and an indication of the extent to which our citizens avail themselves of the educational privileges of the State."

The average length of time that school was taught during the year, is seven and a-half months, a trifle less than the reported average last year, although here, as in the case of attendance, very little reliance can be placed on the reports of trustees, who generally have no other basis for the statements made than their vague impressions, corroborated by the unreliable memory of the children.

CITY SCHOOLS: THEIR ABUSES AND ADVANTAGE.

The cities of our State comprise, as it were, a system within themselves, or rather each is a system by itself, having a local organization through which its educational affairs are administered. The schools are made free by means of local taxation, the amount received from the State ranging from nineteen to eighty-five per cent. only, of the sum raised by themselves for the support of their schools; while

their proportion of the three-quarter mill State tax for school purposes, which forms a part of the General School Fund distributed, exceeds the amount received back from the State out of that distribution, by many thousands of dollars.

It is true, this department of our school system has its abuses as well as its advantages. In the control and disbursement of the large sums of money raised in many of the cities, opportunity is sometimes afforded for unscrupulous men to divert it to other than legitimate uses; and in those cities where the office is elective, it not unfrequently happens that the incumbent prostitutes his position at the back of his constituents, to the promotion of party, or, indeed, of sectarian interests. Corrupt men have not unfrequently been elevated to these places of responsibility and trust, who have made their position subserve, not the advancement of education, but their own vile and corrupt purposes.

VILLAGE SCHOOLS.

Many of the larger, and not a few of the less considerable villages of the State, have, under special acts, or under the Union Free School Law, organized upon a basis not unlike that of the cities, and thus, by a consolidated organization, have secured to themselves, in some measure, the benefits and advantages which cities enjoy.

INDIAN SCHOOLS.

The liberality of the State in its provision for the education of these unfortunate people, continues to be attended with pleasing results. Twenty-four schools have been in operation during the last year, at a total expense of \$4,198.96.

CHARITABLE INSTITUTIONS.

The Institution for the instruction of Deaf Mutes, under the able supervision that has so long and so effectively contributed to its success, continues to perform most worthily and satisfactorily the purpose of its establishment. The whole number of State pupils is 276, of whom 253 are now in the institution.

SCHOOL DISTRICT LIBRARIES—A SAD PICTURE.

Section 4, chapter 237, Laws of 1838, appropriated the sum of \$55,000 annually for three years, to be applied to the purchase of books for district libraries, and by the operation of subsequent statutes, the same provision has been continued in force until the present time. The whole amount of these appropriations, including that for the current school year, is, therefore, \$1,265,000.

It has ever been our pride and boast, that while the corruption and venality of reckless and unscrupulous men, both within and surrounding the high places of our National and State councils, have exposed the funds of every department of governmental administration to the illegal and sacrilegious invasion of peculating officials and rapacious jobbers of high and low degree, our School Fund stands forth as the sole bright and particular exception from this dark and degrading record; no appreciable portion of its revenues having ever been diverted to other than legitimate and worthy uses. But when I look for the return from this princely investment, and find it mainly represented by a motley collection of books, ranging in character from "Headley's Sacred Mountains" to the "Pirate's Own Book," numbering in the aggregate a million and-a-half of volumes, scattered among the various families of districts, constituting a part of the family library, or serving as toys for the children in the nursery; torn, worn, soiled and dilapidated, saturated with grease, offering a temptation to ravenous rats; crowded into cupboards, thrown into cellars, stowed away in lofts, exposed to the action of water, of the sun, and of fire; or more frequently locked away into darkness unrelieved, and silence unbroken, I am constrained to believe that no plunder-burdened contractor or bribe-stained official ever yielded to the State so poor a return for his spoil as have the people of this State derived from this liberal and beneficent appropriation, through their own reckless and improvident use of it.

The darkness of this picture is partially relieved by the fact that the cities and larger villages of the State, by whom no inconsiderable portion of this fund has been received, have been less negligent and wasteful in its expenditure, and that under the law of 1858, as also by the sanction of this Department under a previous statute, much of the appropriation has been applied to the payment of teachers' wages. Still, in the last five years, \$139,798 10 have been expended in the rural districts for library purposes, while the number of volumes reported has diminished in the same period from 1,288,070 to 1,206,075; a loss of 1,995 volumes as a return for the expenditure named. I think this may be safely set down as among our permanent investments of the School Fund from which no revenue is derived!

Whatever system, whether of district or town libraries, shall ultimately be adopted, its efficiency and usefulness will, in my opinion, be greatly promoted by making the grant from the State in its aid, conditional upon the raising of an equal or proportionate

sum by the district or town, by tax or subscription, as they may elect. I believe that any system of *compulsory free libraries*, to use a paradoxical though truthful and expressive term, will prove a failure; and it is this unnatural and unphilosophical principle that is the root of our present difficulty. But where the inhabitants of a district or town have sufficient intelligence and liberality to demand a library and to make some pecuniary sacrifices themselves to obtain it, we may safely trust, that in such a community, a library will be carefully preserved and advantageously used.

It was a suggestion of the late Superintendent, in which I fully concur, that a portion of this fund might be advantageously applied to the purpose already recommended, of furnishing each school with a suitable register. They will thus be with certainty provided; uniformity will be secured, and they can be furnished in this way much more cheaply than by individual purchase.

AMENDMENTS TO THE SCHOOL LAWS.

I would respectfully call the attention of the Legislature to the following points, in relation to which the experience of this Department has found the school laws, and the power to administer them, extremely defective.

1. It is a frequent subject of complaint that a sole trustee, whose term of office is about to expire, engages a teacher whose labors are to be wholly performed after such trustee shall have vacated his office; thus arbitrarily and unjustly controlling the administration of his successor.

2. The practice of hiring relatives, often, indeed generally, against the wishes of a large portion of the patrons of the school, is another fruitful source of contention and difficulty. The by-laws of the Board of Education of the city of New York prohibit the employment of teachers sustaining a relationship within four degrees by either blood or marriage, to any school officer entitled to act upon the question. A similar just provision restrains canal officers from pensioning their relatives upon the State.

3. The causes for which a trustee or other officer may be removed from office fail to embrace many cases of flagrant wrong-doing that render his continuance in office a serious obstruction to the prosperity of the school. This Department has ever exercised this prerogative with great care, preferring to err upon the side of a very strict construction of its powers. It is my belief that its powers, in this particular, might be enlarged with safety in its exercise, and with advantage to the interests of education.

4. The statute provides that a trustee may present his resignation to the supervisor, and if the same is accepted by him it shall be a bar to the enforcement of the penalty for a refusal to serve. As no other mode of resignation is provided, the question has frequently arisen, whether a resignation made at a district meeting, and accepted by the election of another to fill the vacancy thus occasioned, is a legal and valid proceeding.

5. What constitutes a refusal to serve, or a neglect of duty, such as to create a vacancy, should be more specifically defined by statute.

6. The statutes relating to the levy and collection of school district taxes should be amended and simplified. In their present form any lawyer would achieve eminent distinction for clearness and sagacity, who should, as a school trustee and collector, conduct the proceedings of levying and collecting a school district tax, without, in any instance, or in a single point, rendering himself liable to a successful prosecution and claim of damages for some fatal omission, or equally fatal stretch of prerogative.

7. No small number of the appeals to this Department relates to some real or fancied grievance concerning the levy and collection of taxes. The rules of this Department very properly require, that on an appeal being made, all proceedings under it shall be stayed until a decision can be had; without such requirement it is plain that the appeal would in most cases be utterly valueless. Yet the question not unfrequently arises, what is the power and what the effect of this rule in staying the collection of a tax? These have often been found very perplexing questions, the doubts concerning which the Legislature alone can wholly dispel.

8. The restriction of districts to a tax of only \$400, without the consent of the school commissioners, should be removed, and if any limit is imposed, it should be one better corresponding to our present increase in wealth and power.

9. In some districts it occasionally happens that a majority of the inhabitants having no children to send to school, and actuated by a parsimony that would almost lead us to doubt whether they belong to a race having souls to save, steadily, from year to year, refuse to vote any taxes for repairs or for building a new house, until the old house becomes a dilapidated shell unfit for a protection to beasts. Still the taxes for repair or to build are sturdily voted down.

10. There is no law authorizing any payment to supervisors for the custody and disbursement of school moneys, but it is customary for the boards of the respective counties to allow *their own accounts* for this service, at a rate varying from one to five per cent., the

highest rate being commonly allowed by those supervisors who are the most relentless in cutting down the school commissioner's bill of actual expenses incurred in the discharge of his official duties.

11. In my visitations during the summer, I found several instances in which moneys belonging to the districts that had not been in operation for several years, were still left in the supervisor's hands, instead of being re-apportioned as the law directs. I have no doubt that thousands of dollars are thus lying idle in the hands of supervisors throughout the State.

The difficulty would be overcome by requiring each supervisor, on the first Monday in March in each year, to forward to the commissioner a statement of all the school moneys in his hands apportioned the previous year, and not drawn out on the orders of trustees. Then prohibit the payment of these moneys, which would simply remain in his hands as an instalment of the next apportionment. The commissioner should then add all such balances to the amount received from the State for the next apportionment.

12. Chapter 456, Laws of 1860, makes it the duty of the school commissioner to correctly and definitely describe the school district boundaries where the same are defective or indefinite. The duty thus imposed is a most important one, but the statute is defective in not empowering the commissioner to cause a survey of the boundaries to be made, the expense of which should be equitably borne by the districts affected.

13. I would recommend that the school laws be so amended as to require the election of school officers to be by ballot. The uncertainties to which the present system, or rather want of system, gives rise, are a sufficient reason for the amendment, though others quite as urgent could be named.

14. The apportionment of school moneys upon the basis of the number of resident pupils in the district, rather than upon the aggregate attendance for six months, still continues to be attended by its natural results. It is a practical premium in many districts upon non-attendance; for, upon a large number of pupils in the district, money enough may be obtained from the State to support a small number of them at school, thus holding out an inducement to a few, to keep others away.

15. The unfortunate children of poverty that are gathered into the alma-houses in the various counties of the State, are, it appears to me, justly entitled to a proportionate share of the moneys apportioned for educational purposes.

The foregoing are only samples, "*specimen bricks*,"—which could be multiplied to an extent that would swell this report to many times its present dimensions,—of the imperfections in matters of detail, small in themselves, but great in the aggregate and in the magnitude of the interests involved, both pecuniary and educational, which embarrass and complicate the administration of our school system.

Pertinent upon this point, and more forcible than I could make, are the suggestions of the late Superintendent in his report to the Legislature, made January, 1860 :—

"The whole body of school law needs revision and simplification. There has been so much legislative tinkering of the system, with patch succeeding patch, often overlapping each other, that the consequence has not unfrequently been, that where a leak was thought to be stopped, the rent has in reality been made worse. The provisions are in some cases ambiguous, in others contradictory, and in very many instances fall short in accomplishing much that is desirable towards giving the system harmony of purpose and action. When it is borne in mind that there are between twenty and thirty thousand trustees in the State, by whom the school laws are to be chiefly administered, and that they are not all remarkable for intelligence and astuteness, the obvious necessity of having the laws clearly defined and as simple in their operation as practicable, must be clearly apparent. An attempt at compilation, but with no power of revision, was made in 1856; and though I have studied the 'Code of Public Instruction' long enough to be admitted to practise in the courts, I am free to confess that I cannot yet fully comprehend, and far less harmonize, some of its provisions; whilst a more crude, cumbersome and disjointed body of law cannot, in my estimation, be found outside of the State of New York. In this opinion, I judge myself in sympathy with the Supreme Court, which has repeatedly declared itself equally unable to unravel some of the complicated enactments of the school code. As an inevitable consequence, this department is overburdened with letters of inquiry from all school officers, in relation to matters which should be rendered perfectly clear to, and attainable by, the humblest intellect called to administer the law. It is not deemed necessary to enter into an elaborate statement of existing defects; but I content myself with calling the attention of the Legislature to a matter of grave complaint on the part of all who hold connection with the administrative provisions of the Common and Union School Systems."

MILITARY TRAINING IN OUR SCHOOLS.

Experience is the great teacher. Events are lessons of life. These trite maxims are now having a severe and practical enforcement in the history which, as a nation and people, we are making from day to day. The universal neglect of any preparation, through military discipline, for the stern realities that are upon us, is now every where deprecated as weakness and folly. With this sad conviction, comes also the suggestion, for present improvement and future profit, that a few minutes taken each day from the hours of school, for the purpose of going through the simple evolutions of military practice and the manual of arms, besides affording needed exercise and recreation, would fix those habits of prompt and concerted action, that ease and facility of movement in combination and mass, which would be the best possible preparation of a citizen soldiery for the sudden exigencies that have befallen us. If it be true that the child should learn that which he will have occasion to use when he becomes a man—and the proposition is too self-evident for denial—then, in view of the service which the citizen may be called upon to render in defence of his country, does that preparation which will make such service most effective, become an important consideration in the training of the child?

And, aside from its utility as a preparation for the possible exigencies of war, the discipline would be hardly less valuable as a preparation for the relations and duties incident to times of peace. The soldier, by the discipline of the camp and field, becomes obedient to constituted authorities, respectful to superiors, prompt in action, emulous of excellence, faithful to the duty of the present time. These qualities are no less essential to the proper fulfilment of the relations of common life, and would serve to impart vigor, method and effectiveness to ordinary pursuits.

How far such exercises may be profitably introduced into our smaller country schools, and what agency the Legislature may properly exert in their promotion, I leave for its wisdom to determine. In many of our larger schools, it is already becoming an interesting feature, and with a view to the demand which is likely to be made for teachers competent to instruct in this important branch of training, it has been introduced as a regular exercise in the Normal School.

These simple suggestions contain the germ of an idea, which, fully elaborated, would lead into a discussion of the policy of establishing a State military school. Our late experience of the results of national military schools has been terribly bitter, and should be eminently suggestive. These institutions have been maintained at an immense cost, borne chiefly by that portion of the country found loyal to-day; while a large proportion of their graduates, holding commissions in the service of the United States, resign upon the first occasion of hostilities, in preparation for which they have been educated, promoted and paid; and, as if this were not enough, they transfer to the service of our enemies the knowledge and skill which we have helped them to acquire! A more damning record of black ingratitude will never be found inscribed on the pages of history, than that which recounts the double-dyed treason of these pampered and petted ingrates, these lordly scions of a military aristocracy. But the point which we are chiefly interested in considering is, whether such dearly-bought experience shall inspire us with wisdom in the direction of our future policy and plans.

Should the Legislature regard as of any considerable importance the idea herein vaguely hinted rather than definitely stated, I would further suggest the propriety of considering it in connection with such action, if any, as it may be pleased to take in aid of the People's College, already alluded to, by making provision for the establishment therein of a military department.

I submit the general subject to your consideration as among the incidental features of educational development, brought to view by the stirring events of the present time.

2. NIGHT SCHOOLS OF NEW YORK.

CHARACTER OF THE SCHOOLS—ATTENDANCE AND DISCIPLINE.

There are now in operation in this city forty-two public evening schools, about half of which are for males, and the remainder for females. The number of teachers employed is four hundred, chiefly selected from those engaged in the day schools, who, by enlarging the sphere of their duties, in this way receive a slight addition in salary. The "local boards of school officers" nominate the night school teachers.

The object of the evening schools, as distinguished from the ordinary ward schools, is to attract the voluntary attendance of a class of persons whose employments during the day preclude their enjoyment of the daily course of study, and it is a rule that none who attend the day schools shall be admitted at night. We must, then, believe that all those processions of little children which form so large a part of the attendance at the night schools are engaged

during the day in some industrial avocation, and are necessarily unfit to be kept up late in the evening to drag wearily over unappreciated lessons. The City Superintendent's report wisely says: "In my last report I assigned some reasons for arriving at the conclusion that children under twelve years of age should not be permitted to enter our evening schools, and another year's observation and experience have only confirmed me in the correctness of the opinions then expressed."

CHARACTER OF THE PUPILS.

The attendance at the night schools is to a large extent composed of foreigners and their children, who are mainly ignorant of our language, and are taught its peculiarities by teachers of their own nationalities, who have become thoroughly familiar with it. In the German classes especially, the utmost diligence is observable, and it not unfrequently occurs that elderly men, erudite in the literature of their own countries, will, immediately upon taking up their residence here, accept with avidity the advantages offered in the night schools, and study with a determination which speedily results in the most satisfactory advancement.

The opening night of a term in the evening schools is a period dreaded by the teachers and order-loving school officers. It is estimated that at least three weeks are required to "weed out" the rebellious spirits, who make the tour of the schools in order to test the quality of the teachers' endurance, with no higher aim than their own amusement. Their tests consist of various feats of agility performed during the momentary absence of the teacher, such as piling up slates and jumping upon them, a process which interferes with the future usefulness of these articles; tricks of legerdemain and various annoyances, ingeniously devised and pertinaciously adhered to. The schools soon get rid of these rebellious spirits, and the work begins in earnest.

Boys and men, of ages ranging from seven to sixty years, attend the better conducted schools; the "old boys" often proving themselves the hardest students. In one school there is a class of females, whose ages range from sixteen to thirty years, and whose mien and dress indicate their employment in the cleaner trades, such as mantilla making, shop-tending, &c. The course of instruction in this school is purely oral.

A class of boys called "tobacco strippers" attend the evening schools, and are recognizable with moderately developed olfactories at a distance of ten or fifteen feet, by the peculiar aroma pertaining to their hair and clothes. They are all employed in the tobacco factories, and pass their evenings at school. In another place there is one class entirely composed of men between the ages of twenty and forty, who are unwilling to be placed with little boys, although in fact they are far behind some of the youngest in intelligence and acquirements. The women of advanced years are not so fastidious, but receive with patient attention the same instruction which is adapted to the child beside them.

CIVILIZING INFLUENCES OF NIGHT SCHOOLS.

In Clark street, near Broome, there is a school-room furnished with appropriate objects of ornament and utility, all combining to impress the pupil's mind with agreeable associations. A library at one end of the room is well stored with books upon history, biography, travels, poetry and science generally, while busts, pictures and drawings adorn the walls. At the Seventeenth street school, also, a genial spirit animates the exercises; the teachers relieving the dryer portions of study by reading to the pupils a story, an essay, or a passage of history. The principal of the school argues that the hard-working mechanic, for whom these places of instruction are provided, would go to bed at home rather than attend a night-school where the reins are pulled too tightly upon him. "The Constitution of the United States" forms one of a series of familiar lectures which are now going on at this school, and as most of the attendants are voters, the subject becomes a matter of interest and practical importance to them.

In some of the schools there are large and well-furnished cases of chemical apparatus, and musical entertainments are also made an attractive feature. In one of the wards, musical soirees are held twice a week, and not unfrequently rendered doubly attractive by high artistic talent, which is volunteered for the occasion.

FEMALE PUPILS.

In the female schools there are frequently some noticeable specimens of matronly scholars. In one school a married woman, having no children, has been a punctual attendant for three terms, and is desirous of continuing through the entire course of study. An Irish girl, who had been a pupil, married a Chinese, and made him "come along to school," so that they passed their honeymoon in the pursuit of knowledge. In another case, an old man, while engaged in looking for his grandson, was induced to join him in study, and has since become one of the most diligent of scholars;

and it sometimes occurs three generations are represented in the same school meeting in the same class on occasions when reviews take place.

DISCIPLINE.

In many of these schools the rod is still used, and the teachers are perplexed and annoyed by the perversity of the younger children who attend; but in the best conducted establishments, the whip is laid aside and the scholar's pride is appealed to. The results of the system of moral suasion are perfectly illustrated in the school in Wooster street, where flogging never occurs, and where good order always prevails. One evening recently, we found the teachers in the female department of this school in the act of giving the pupils an epitome of current events, assisting the pupil's comprehension of the movements of our armies by sketching plans of important points upon the black-board. The male department is conducted upon a plan of semi-military discipline, and the boys enjoy the novelty.

The evening schools, as a whole, are excellent institutions, and are doing a good work, affording to persons of all ages and nationalities the full benefits of gratuitous elementary education. They are generally well attended, and the teachers, with few exceptions, are capable and earnest.—*New York Evening Post.*

3. REPORT OF THE OPERATIONS OF THE PENNSYLVANIAN COMMON SCHOOL SYSTEM, DURING 1860-61.

The year which closed with the 2nd of June, 1861, was a period of comparative quiet and prosperity in educational affairs,—except the last few months, during which, in common with every other interest and relation of the community, they exhibited considerable disturbance. But the school arrangements in nearly all the districts having been made, and in many of them completely carried into effect, before the breaking out of the existing unhappy troubles, no falling off is perceptible in the general results of the year now to be reported. Fortunately, also, for the cause of education and the claims of the rising generation on the school authorities, the alarm caused by the rebellion burst upon the country at a period the least injurious to the then-ensuing season for operations. It commenced, culminated and had measurably subsided into calm decision, before the period arrived to make the final arrangements for opening the schools in the present year; and when that time did arrive, directors had generally taken a brighter view of public affairs and acquired a more realizing sense of their own responsibilities. Hence, it is hoped that little curtailment in the aggregate results of the system will be found to have happened, when the operations of the current year shall come to be ascertained. The effect will be, probably, rather the absence of the usual proportion of progress in school affairs, than any considerable degree of falling off.

Ordinary Statistics.—Inclusive of like totals in the city of Philadelphia, the following statement exhibits the grand results for the year:

Whole number of Schools	12,245
Whole number of Teachers	15,494
Whole number of Pupils	660,295
Average attendance of pupils	439,278
Average length of Term	5 mo. 18 days
Average cost of pupil per month	60
Total cost of Tuition	1,773,666 07
Total cost of Fuel and Contingencies	366,124 09
Total cost of School Houses	527,909 80
Total cost of System, viz: Total of taxes levied, (including cost of collection,) amount paid by Philadelphia, and State appropriation	2,900,501 60

Qualifications of County Superintendents.—Heretofore, considerable embarrassment was experienced from the fact that no rule had previously been adopted by the department, specifying the qualifications necessary to enable a person to hold and discharge the office of County Superintendent. But, as the tri-ennial convention of May, 1860, had been held without such rule, it was not thought proper to afterwards frame one and apply it to the persons selected by those bodies. These nominations and the cases of vacancy occurring in the office up to October, 1860, were accordingly disposed of without any settled rule. But in that month, a set of regulations was adopted and published in the School Journal, which has since been adhered to in making appointments, with the best results. These require, in all cases:

1. An irreproachable moral character.
2. The possession of a teacher's full certificate.
3. Practical experience in teaching, within the preceding six years.

4. One year's legal residence in the proper county, next before the appointment.

5. A personal interview with the Superintendent of Common Schools.

To insure a more regular and methodical discharge of the duties of the office, in November, 1860, the practice of requiring monthly reports by the County Superintendents was commenced. It was some time before it worked into regularity and full usefulness; but it has now overcome all difficulties and is affording valuable and reliable information to this Department, as well as vindicating to the people the useful and laborious nature of the office itself. The items of these monthly reports,—showing the number of teachers examined, schools visited, institutes attended, miles travelled, and other acts of duty performed,—are entered in a book kept in the Department for that purpose, and afford a ready means of ascertaining the condition of the office in every county in the State.

A BRIEF STATEMENT OF THE SUCCESSES AND SHORTCOMINGS OF THE COMMON SCHOOL SYSTEM.

The preceding account of the Common School System in every branch of its operations, in connection with the appended reports of its local officers, and the tables therefrom constructed, will afford a full view of its condition and results up to the commencement of the current year. As was before remarked, the system has become a permanent social institution, and its results should now be in reasonable proportion to the means devoted to its progress and support. While it was somewhat in a state of uncertainty as to continuance, and in the process of assuming its general form and developing its necessary parts and essential agencies,—it was not only good policy, but mere justice to so important an enterprise, to hail every step of its progress with approbation, and not to expect from it either perfection in operation or unquestionable fullness of result. But it has now been in existence over a quarter of a century, and should therefore bear the most searching scrutiny without risk to its existence. It expends annually nearly \$3,000,000, employs over 15,000 teachers, occupies the time and tasks the public spirit of 10,000 directors, is entrusted with the instruction and formation of the character of 660,000 youth, and is the hope of 3,000,000 of people; and therefore, in common justice to all, it must be made to do full work.

In scrutinizing the part of the system with reference to the future, great successes and important shortcomings are both obvious. Amongst the former are:

1. *Its own existence and unquestioned right to continue.*—Established against very considerable opposition, and, perhaps, prematurely in reference to the condition of some parts of the State,—the grandness of the idea involved and its perfect adaptedness to a republican people, have overcome all local or temporary objections, and placed it foremost amongst our permanent temporal social agencies.

2. *The broadness of its foundation and liberality of its scope.*—It undertakes to educate all, without reference to the pecuniary means of any to contribute to his own education. Fitness of age, want of instruction, and residence within reach of a school, are the only qualifications for admission. Means for its support are of course indispensable; but they come from the same source with those which sustain our other public institutions,—the taxable property and industry of the whole community. Yet not even the payment of a tax, much less of a rate or tuition bill by the parent, is necessary to enable his children to enter the schools. To have impressed upon a community this simple but grand conviction, is in itself a great triumph.

3. *Its entire control by the immediate representatives of the parents.*—The location of the school house, the course of studies, the choice of teachers, the length of the term and all the chief powers of the system, are in hands of directors chosen by and responsible to the parents of those to be educated. Not a single power of system has been unnecessarily withdrawn from this safe source, or withdrawn any further than is indispensable to its existence as a public agency. Herein are its chief strength and the main cause of its acceptance, as well as another of its successes in developing the true idea of a republican system.

4. *The vastly increased proportion of the youth of the State brought into school.*—It is safe to assert that this proportion is twice as great now, as it was during the years immediately preceding the establishment of the system.

5. *The improvement of the Teachers.*—Without stating what they were before the Common School was opened, it is now an unquestionable fact, that, in moral character the teachers of the system are second to no class or profession in the community; while in professional skill and standing they have greatly advanced.

6. *Provision for the due professional preparation of Teachers.*—Not only have measures for the accomplishment of this indispensable portion of every complete system been adopted, but they are

such as are in exact conformity with the establishments for other professional training, and have, at the same time, in themselves the capacity to increase with the wants of society.

7. *The improvement of the school houses.*—In most of the large towns, the finest buildings are now the common schools, while in every rural district such progress has been made in this material department of the system, that good houses are frequent and are every where admitted to be essential.

8. *A body of experienced Directors.*—It is true that every member of this body of the most important officers of the system, does not yet realize the vast responsibility resting upon him. Still, in every board there are individuals who do; and all are now acting under an increasing wakefulness of public attention, which will ultimately impress them with a full sense of their duties. The younger men, too, who have themselves been pupils of the common school, are rapidly taking seats in the boards, with a full sense of its wants and the determination to supply them.

9. *A more adequate administrative Department.*—When the system was established, it depended for organization and guidance upon an inexperienced board of directors in each district. These procured the houses, determined the studies, examined as well as employed the teachers, and visited the schools; while the central administration of the system was an unappreciated incident to another executive department of the government. Now, Directors are not only better fitted by experience for their own peculiar duties, but are generally beginning to realize the importance of an efficient District Superintendency, to which they are detailing their secretaries. They are also effectually relieved from the portion of duties they were least qualified to perform, by the creation and agency of the County Superintendency; while the whole is harmonized and combined into more efficient operation by the influence of an independent State Superintendency.

Other successes and great results of the system might be specified; but these are sufficient to justify the twenty-five years of time, and the thirty millions of dollars expended to effect them. On looking at them closely, however, they are found mainly to be improvements in means to effect results, without being, to an adequate extent, themselves those final results and matured fruits of a perfect system, which we ought at length to be realizing.

If this be so, there must also be defects—causes of this failure to produce proper results,—which it is the part of wisdom to detect and of duty, if possible, to remove or amend.

Obviously the system has some defects, which nothing but time, co-operating with patient and continued effort on the part of its officers, can correct. Such are,—existing imperfections in school houses, furniture and apparatus, want of proper qualifications on the part of many teachers, and a lack of sustaining interest in the community. In regard to this class of deficiencies, all that can be done is to adopt the best practicable means for their correction, and then await the effect of time and circumstances upon public opinion. This having been done, the friends and agents of the system can only hopefully watch the slow progress of reformation, being, at the same time, ever ready to throw in their assisting efforts on all suitable occasions.

There are, however, other shortcomings of the system, not only of a more serious nature in themselves,—for they are in its most essential results,—but exhibiting for years so little amendment as almost to warrant the assertion of its opponents, that the common school is capable of nothing better. These are:

1. *The insufficient attendance of its enrolled pupils.*—It is true that the statistics now presented show a slight improvement in this respect, over those of the preceding year. But there is little encouragement in this; for the average of attendance has long fluctuated, apparently without rule, being within the last seven years sometimes higher and sometimes lower than at present. This is a most disheartening fact, and one well calculated to raise the suspicion, as it does in many, that the possible proportion of common school attendance has about reached its maximum. When to this is added the other fact, that this proportion only averages two-thirds of the large number whom, during the past seven years, the system has had credit for teaching,—the result becomes startlingly unsatisfactory.

2. *The insufficiency of the Term of Instruction.*—Here again the same state of affairs presents itself;—a slight improvement last year, yet barely equaling the term attained seven years ago; the same unprogressive fluctuations in the interim; and the annual average term of instruction for seven years, only five months and five days;—not two-thirds of what it should be.

Just in these two practical results,—full attendance of pupils, during a sufficient term of study to benefit them—are we to look for the useful fruits of any system; and failing to find them here, or even that growth from year to year, which promises to produce them, it is imperative upon us, if possible, to detect the operating causes. It would be in vain were it proper, and dishonest were it

possible, to conceal from ourselves these startling shortcomings of our system. It is the duty of the public officer to present them in their full and naked truth, and it will no doubt be the pleasure of conscientious and intelligent Legislators to resort to every proper means for their remedy.

Upon a close examination of the system itself, and of its operative agencies and their adaptedness to the work committed to them,—it will be found that the deficiencies now presented to attention are the effect neither of the want of fitness nor activity. It is admitted, that our school houses with their furniture and apparatus for teaching, are incomplete,—only about one-third being sufficient and the other two-thirds either radically unfit for their purposes, or not yet rendered sufficient;—that only about one-eighth of the schools are so graded as to incite the pupil to proper effort for improvement, while all the rest are without this strong incitement, and one-seventh of them positively without any classification of the pupils whatever;—that only one-tenth of the teachers are, in qualifications, up to the legal standard, and nine-tenths are below it,—many of them not even attaining the medium mark between proficiency in the branches enjoined by the law, and its opposite;—and that directors and other local officers do not yet discharge their important functions, with that regularity and efficiency indispensable to full success. All this is true; but two other remarkable facts are equally true;—one is, that there has been great improvement in all these agencies within the last seven years—so great as to be admitted by every candid observer and to have even attracted the attention of other States; yet, the other is, that there has been no correspondent improvement within the same period, in the two results that have just been indicated as the true tests of a productive educational system.

There is no escape from the conclusion to which these facts lead us. The system has now its full working machinery, or nearly so, and in as good working condition as the period it has been in preparation for use will admit of. Most of it has been in operation for seven years, and confessedly improving in efficiency all that time.—Yet the people do not appreciate the improved condition of the schools, thus effected, by providing for a longer term of instruction, nor parents by causing nor pupils by volunteering a better attendance, than the tables exhibited, in both cases seven years ago.

It is painful, and were there not the certainty of remedy by proper efforts within reach, it would be humiliating to make these admissions. It would be far more pleasant and much easier, to glorify our great State by lauding her noble Common School System, pointing out its beautiful arrangement, and telling of the \$3,000,000 it annually expends to educate its 660,000 scholars. In the past, this was all proper, and towards the past, it is still but merited praise. But we have now to do with the future and its loud and urgent claims. When we find that only two-thirds of the scholars are actually in school, and only for two-thirds of the time—at the lowest allowance—they should be there;—we are constrained to admit an enormous waste of money and time, and, worst of all, of the best opportunity this immense body of youth will ever have for preparation to meet the duties and responsibilities of life.

It has been shown that these failures in result are not attributable to the system itself and its agencies—or at least, that those agencies, admitted to be admirable and efficient, have not remedied them. The causes must therefore exist elsewhere. The help must come from beyond the system itself; it must be drawn from every educational element and all the elevating forces of society.

4. EDUCATION IN THE STATE OF WISCONSIN IN 1860-61.

STATISTICAL SUMMARY :

Whole number of children between 4 and 20 years of age	299,133
Whole number of children between 4 and 20 years of age, registered in schools.....	194,264
Number registered under 4 years of age	2,013
Number registered over 20 years of age	2,166
Total number in attendance	198,443
Number estimated as in private schools	8,000
Whole number attending both public and private schools	206,443
Average number of months schools have been taught	6
Estimated number of male teachers	2,400
Estimated number of female teachers	3,600
Total number of teachers, (estimated)	6,000
Total number engaged in teaching at any one time, (estimated).....	3,500
Average monthly wages of male teachers	\$23 00
Average monthly wages of female teachers	\$14 62
Amount of State funds apportioned in Dec. 1860, and June, 1861.....	\$131,636 03

AMOUNT RAISED BY TAX.

From tax levied by County Board	171,697 27
District tax; for teacher's wages.....	330,766 24
“ for school houses	123,356 09
“ for contingencies	97,300 65

Total taxes raised	\$723,130 25
Number of stone school houses	172
Number of brick school houses	204
Number of frame school houses	2,478
Number of log school houses	1,357
Total number of school houses	4,211
Number of sites containing less than one acre	3,230
Number of sites uninclosed	3,037
Number of school houses without blackboards	874
Number of school houses without outline maps	2,985
Total valuation of school houses	\$1,302,732 00
Highest valuation of any school house	33,000 00
Lowest valuation of any school house.....	03
Average valuation of school houses.....	309 50

School Attendance.—Of the 299,133 children entitled to school privileges, but 194,264 are registered as attending the public schools any part of the time. Thirty-five per cent. of the whole number have not entered the school room at all.

From the last reports of several States, I derive the following facts as to attendance upon public schools:—

	School population attending school.
In Missouri.....	44 per cent.
“ Pennsylvania, nearly	57 “
“ Iowa	59 “
“ Wisconsin	65 “
“ New Jersey	66 “
“ New York, nearly	66 “
“ Ohio, nearly	77 “
“ Upper Canada	78 “
“ Illinois	86 “

In the calculation made above I have selected such States as come nearest our own in number of years of school age.

Vagrant Children.—Making all due allowance for those detained from school by physical disability, either of themselves or parents, and by necessities growing out of extreme poverty, or some sudden misfortune, and those very few, who by the nature of their apprenticeship are in possession of advantages equal to those afforded by the schools, we are constrained to believe that more than one-fourth of our children of proper age, are receiving no instruction, except that furnished by the *school of the street*, a school in which every lesson is at war with the vital interests of our people, in which pupils make rapid progress in disobedience to parents, prevarication, falsehood, obscenity, profanity, lewdness, intemperance, petty thieving, larceny, burglary, robbery, and murder, whose graduates become a prey upon the citizen and a constant tax upon his pocket. The mere failure on the part of these absentees to secure book knowledge is not so serious an evil, (though bad enough) as the corrupting habits which the apt pupil forms all the more readily because of mental inactivity and imbecility. Should one-fourth of our State, by legislative enactment, be deprived of all school privileges, a perfect storm of indignation would be aroused throughout the three-fourths that might be the better accommodated by this deprivation. All would cry out against the establishment of such a school of barbarism within the limits of the State. Every effort would be put forth to secure the repeal of such an odious act. Is there any less occasion for effort when popular apathy has produced as great a result as the most carefully executed law of the character named above could produce under circumstances the most favorable to its administration? Is there really any less danger, when the fourth of our population tending rapidly to barbarism are uniformly scattered throughout our State, instead of being confined to one particular part of it? Will the leaven of vice and profligacy work any less effectually when diffused throughout the mass, than when occupying its own space in a corner by itself? Nay—is not the greater effort demanded, and is not the danger more imminent to-day than it would be were the legislative enactment suggested actually in force? Let thinking men answer these questions for themselves.

Irregular Attendance.—What is true of those, who are absentees from our schools, must be true to a greater or less degree of *irregular attendants*. Not more than 60 per cent. of those registered are reported as constant and regular attendants. Could all our school-rooms be visited at the same moment upon a day of average weather, not more than 117,000 children could be found at their studies. Where are the remaining 87,00 whose names appear upon the register? Some are idly dozing away time under the plea

of resting from some unusual physical exertion, or recovering from fatigue attendant upon some unnecessary conviviality; some are moping about in their effort to execute an errand trumped up as an excuse for absence; many are endeavouring to render earnestly proffered assistance to too indulgent parents, who accept offers of help when it is not needed, rather than cross the wishes of their children; many are roaming the streets in search of enjoyment not found in their books; while some are skulking about, shunning both parents and teacher, while they play truant. To all these forms of excuse the children are agreed and delight in them often. But the whole truth is not yet told. Many, who would gladly be in their places, are absent because of their parents' indifference or carelessness. Avarice has had its influence too in depriving the school room of happy faces, and willing minds, and joyous hearts. The little earnings of the child on the one hand, and on the other the slight saving in books and necessary clothing, to make the child comfortable at school, have, through the father's pocket, made a more forcible appeal, than the earnest look and beseeching tone of the little child thirsting for knowledge, combined with the father's conviction of duty in regard to the mental and moral cultivation of his offspring. Many a child has been sacrificed morally, mentally and physically, to the pecuniary interest of the parent. Society has a claim upon the child as well as the parent. The State has undertaken to educate the child. The appliances are all provided. They must be kept in constant operation, whether there is material to be operated on or not. A very large portion of the means necessary to carry forward this work of education is wasted by reason of irregular supply of material. The State should secure a more efficient use of her means, and if necessary, guard herself against the inroads that avarice or carelessness will make upon her prosperity. *Just what course should be pursued, I cannot now point out. Were the Constitution not in the way, I would recommend the apportionment of school moneys upon school attendance.*

Length of Schools.—Six months is the average length of school for the State, against 6 2-11 months last year, a decrease of only 3 per cent.

Wages paid teachers in Wisconsin may be compared with wages paid in other States, by the following table for 1860:—

	Av. Wages paid Male Teachers.	Av. Wages paid Female Teachers.	Ratio.
Wisconsin	\$24 20	\$15 30	.63
Illinois	28 82	18 80	.61½
Iowa	27 68	17 16	.62
New Jersey	32 60	19 17	.59½
Ohio	27 81	16 25	.59½
Pennsylvania	24 20	18 11	.74½
Upper Canada*	38 10	20 18	.53

Apportionment.—The whole income subject to apportionment Jan. 10, 1861, less expenses for clerk hire, printing &c., was \$106,327 71, of which the following disposition was made:—

Apportionment	\$92,497 92
Library Fund, 10 per cent.	9,249 79
Journal of Education	3,380 00
Purchase of Dictionaries	1,200 00
	\$106,317 71

5. PRIMARY SCHOOL STATISTICS IN THE STATE OF MICHIGAN, FOR THE YEAR 1861.

School Inspectors' reports for the school year ending the first Monday of September, have been received from six hundred and fifty-eight townships and cities; an increase of ten over those reported the previous year. Detailed exhibits, by counties, of the statistics reported, will be found in the tabular statements at the end of this volume. The following is the general summary for the year:—

Number of school districts in the State.....	4,203
Increase for the year.....	109
Graded or union schools (included above).....	103
Number of children between 5 and 20 years of age.....	252,533
“ previous year, between 4 and 18 years	246,684
Whole number attending school	202,504
Increase for the year.....	9,567
Average number of months of school.....	6.1
Number of qualified male teachers.....	2,326
“ “ female teachers.....	5,485
Total number of teachers.....	7,811
Number of districts reporting no rate-bill	2,004
Increase for the year.....	219

* From this table it would appear that the average salary of teachers in Upper Canada is very much greater than in the six States named.

Number of teachers examined by Inspectors	7,429
“ certificates granted	6,629
“ meetings of Boards of Inspectors	3,080
“ Inspectors' visits to schools.....	4,703
“ volumes in district libraries.....	103,747
“ “ township “	57,982
Whole number of volumes in libraries	161,729
Number of township libraries in 1860	178
“ district “	2,287
Value of school houses and sites	\$1,710,834 35
Increase for the year	205,218 00
Raised by district tax to pay teachers	88,989 43
Excess over previous year, by district taxes	28,378 62
Voted for libraries from two mill tax	3,058 04

The following financial statement, exhibits the revenues and expenditures for the year, for educational purposes:—

REVENUES.

Primary school interest fund, apportioned	\$103,457 90
Received for tuition of scholars, non-resident in the districts	11,361 79
Raised by district taxes	829,463 81
“ two mill tax	278,350 68
Received from fines, &c., library fund	7,593 90
“ “ rate-bills	56,469 29
Amount paid from township funds to Inspectors....	8,452 53
Total.....	\$795,149 34

EXPENDITURES.

Paid to male teachers	\$248,797 11
“ female “	251,266 55
	\$500,063 66
Paid for building and repairing schoolhouses.....	122,715 62
“ on past indebtedness.....	61,488 79
“ for Inspectors' services	8,452 90
“ for books for libraries	10,651 94
“ for contingent expenses, payment of district officers, fuel, &c.....	91,787 13
Total.....	\$795,149 34

To show the total cost of education for the year, we should need to add the value of the board of teachers who 'boarded around,' the fuel furnished by districts, the cost of school books and apparatus, and the amounts expended for the University, colleges, academies, private schools, Normal School, and Normal Institutes. These amounts would doubtless swell the aggregate to over a million of dollars.

The average time for which the schools were taught, was six and one-tenth months.

The enumeration of school children embraces those between the ages of 5 and 20 years. Heretofore the school census has comprised only those who were between the ages of 4 and 18.

YEAR.	No. of children between 4 & 18 yrs. of age	No. of children attending school	No. of Male Teachers.	No. of Female Teachers.	Average No. of months school	Am't of wages paid Teachers	Am't raised by Rate-bill.	For building & repairing schoolhouses.
1850.....	132334	110487	1675	2618	.....	.....	\$32318 75	\$46797 01
1851.....	143273	115165	.....	.....	.....	\$154469 39	49965 37	68514 13
1852.....	150531	113286	.....	.....	.....	125063 62	37596 98	62477 65
1853.....	178117	129617	.....	.....	.....	237827 15	63763 42	80004 89
1854.....	175000	.....	.....	.....	.....	.....	.....	.....
1855.....	187549	142307	1900	3474	5.5	295231 29	83932 84	137130 69
1856.....	202274	153118	1775	3746	5.0	353077 79	100000 40	.....
1857.....	215928	162936	2131	4605	5.7	423129 23	121661 14	161250 91
1858.....	227610	173594	2326	4905	6.0	448327 37	119699 89	140401 61
1859.....	237541	185759	2444	4098	5.6	455321 27	104989 20	103509 45
1860.....	246684	198637	2699	5344	6.2	457936 54	97484 98	124623 37
1861.....	*252533	202504	2326	5485	6.1	509953 66	64489 39	122715 00

The number of different teachers employed falls short of the number reported last year by 131.

The average wages, per month, paid to male teachers was \$26 06, while the average wages of female teachers was only \$13 52 per month.

The amount raised by the two mill tax was \$278,350 68. The mill tax of the several towns which failed to report would probably swell this amount to over \$279,000. Adding to this the \$103,457 90, apportioned from the primary school interest fund, we have a public fund of \$382,807 98 for the support of the schools. The total wages paid the teachers of these schools was \$500,063 66, of which \$117,245 68 must have been raised by district taxes and rate bills.

* Number between 5 and 20 years of age.

TOWNSHIP AND DISTRICT LIBRARIES.

The reports do not show any considerable growth of this important department of our educational interests. The number of volumes reported in the district libraries, was 103,747; an increase of 3,768 for the year. The number of volumes in the township libraries was 57,982, showing a net addition of only 447 volumes during the year.

It cannot be concealed that no very general popular interest is felt in these libraries. This is evident from the small sums appropriated for their support. Each township is allowed, under the law, to appropriate, by a vote at the annual spring elections, so much as it chooses of the two mill tax, for the support of the libraries. Out of 658 townships making school reports, only 85 voted any appropriation for libraries, and the aggregate amount thus voted was \$3,068 04.

One may well wonder at the apathy exhibited by many of the districts and townships, in regard to so valuable and economical an educational agency. A brief consideration of the subject will convince any unprejudiced mind of the value of the libraries, and that a true economy and wise policy demand that their maintenance be placed upon as solid a basis, and be as regularly cared for, as that of the schools themselves. The libraries conduce to the same ends, and are the necessary adjuncts of the schools. The one is incomplete without the other; and it might even be questioned whether a district without a library is not as defective in the means for a thorough enlightenment of its children as a district without a school. If it be replied that the children will find some books at home for reading, when there is no library, it might be answered that they would also find some instruction at home if there were no school. The truth is evidently this; children need both school instruction and library reading. The school teaches to read; the library furnishes the books for reading. The school teaches to think; the library furnishes the food for thought. The school awakens the mind to an active desire for knowledge; the library is the open store house of knowledge. The school aims to awaken a taste for literary pleasures; the library is the only means by which this taste can be gratified. Thus these two—the school and the library—stand over against each other, and are mutual helpmeets and co-workers in the common work of educating men. If the school gives to the library intelligent readers, so on the other hand the library sends back to the school interested pupils. The school furnishes the seeing eye; the library affords the illuminating light, and the former can no more say to the latter, "I have no need of thee," than can the latter resort, "I have no need of thee."

Ten dollars expended in increasing the district library, will often contribute more to the education of the district than twenty dollars paid for teachers' wages. How utterly unwise, therefore, is that policy so prevalent at present, of devoting the entire amount of the public moneys to the support of the schools, and refusing a dollar to the maintenance of this equally important agency of instruction. I am aware that it is often urged that the children have books at home, that reading matter is so abundant that the necessity of the library is done away. But these statements are made without sufficient inquiry or reflection. Books, and especially books suited to the wants of children, do not generally abound in our homes. Let any one who doubts this statement, visit any ten families taken in order, in any district, and make an investigation of their literature. The eagerness with which the children even in our large villages, and from our best families, crowd to a well sustained district library, is a sufficient proof of the need of these libraries.

The value of the district library to the adult citizens of the district is not taken into account in the foregoing argument, though that would abundantly justify all necessary expenditures for the support of such libraries. No community can well afford to be without an agency so refining and enlightening as a public library; and every city abounds in public libraries, though there, if anywhere, the people may be supposed to have books enough at home. The library is the lecture room of the great and wise of all ages, and in its silent but speaking volumes, each auditor may choose his own hour and theme, and listen to what mind he will for instruction or recreation.

6. EDUCATION IN THE STATE OF MASSACHUSETTS IN 1861.

The State School Fund was established by Act of the Legislature, in 1834, for the aid and encouragement of the Public Schools. The first payment made directly to the cities and towns was in 1836, amounting to \$16,176 02. In 1838 no payment was made on account of a change in the time for making the annual school returns from November, 1838, to April, 1839, when a payment of income for a year and a half was made, amounting to \$35,906 03. The aggregate received by the several cities and towns to 1860 inclusive, is \$807,618 90.

District School Libraries.—The introduction of libraries into

school districts was deemed of great importance, and even essential to our school system. It was urged by the earliest members of the Board and by its first Secretary with much earnestness and eloquence; and contemporaneously with the organization of the Board, April, 1837, an Act was passed authorizing an expenditure by each district of thirty dollars to establish a library, and ten dollars annually for its increase. The districts were merely permitted, not required, to raise and appropriate money for this purpose; and the selection of books was to be made by the school committees. Arrangements were made for the preparation and publication, upon private responsibility, of two series of works suitable for such libraries, of fifty volumes each; one series specially adapted to young readers, and the other to advanced scholars and their parents. Although large expectations were entertained of the usefulness and success of the scheme, the people did not readily encourage it. After the lapse of two years it was found that scarcely any of the districts had availed themselves of the authority granted by the Act of 1837 to appropriate money for this object; two years later, it was reported that there were only about ten thousand volumes in all the district school libraries in the State, while at that time it was estimated that there were more than one hundred towns in which there was not a single town, social, or district school library. As the measure had thus far failed to enlist the interest and coöperation of the districts, the Board, in order to encourage the formation of district school libraries, once and again submitted to the legislature the expediency of furnishing a pecuniary motive, by granting aid to districts from the income of the School Fund. In accordance with this suggestion the legislature, by a resolve of March 3, 1842, granted the sum of \$15 to every district which should raise and appropriate an equal amount for this purpose; and a supplementary resolve of March 7, 1843, extended the previous resolve to every city and town not before divided into school districts. Under this legislative encouragement, and within the year 1842, a fourth part of all the districts availed themselves of the bounty of the State, and instituted libraries containing, according to an estimate, from thirty-five to forty thousand volumes, at an expense to the State of \$11,355. The sum drawn for the second year was \$11,295. The amount annually drawn rapidly diminished till 1850, when the provisions of law authorising State aid were repealed, after an experiment of nine years. As nothing could be received from the State treasury for making additions to the libraries after having been established, and for a proper management of them, they soon ceased to excite interest, and fell into neglect by the districts. Thus the scheme, after a fair trial and ample encouragement, proved a failure in Massachusetts. The amount paid from the school fund in aid of it was \$31,260, representing 2,084 libraries; and as the districts paid an equal sum, the aggregate expenditure was \$62,520.

Normal Schools.—The first State Normal Schools in this country for the professional training of school teachers were instituted in Massachusetts.

The origin or actual establishment of Normal Schools in this State is immediately traceable to a donation by the Hon. Edmund Dwight, of Boston, of ten thousand dollars, presented through the secretary of the Board, to be expended for qualifying teachers for Common Schools, on condition that the legislature would grant to the Board an equal sum for the same purpose. By resolves passed in April of the same year, 1838, the legislature complied with the condition. Normal Schools were established as follows:—

The first at Lexington, which was opened July, 1839; transferred to West Newton, September, 1844; and from thence to Framingham in 1853. It receives as pupils only females.

The second was opened at Barre, September, 1839; was suspended in 1841; and re-commenced in September, 1844, at Westfield, and receives both sexes.

The third was opened at Bridgewater, September, 1840, and admits pupils of both sexes.

The fourth and last Normal School was established at Salem, under resolves passed April, 1853, and opened September, 1854, and is for females only.

Evening Schools.—The rapid increase in our cities and larger manufacturing towns, of a class both of foreign and of native extraction, who have been deprived of school privileges in childhood, attracted several years ago the attention of the benevolent, and led to the opening of evening schools for their benefit. In most cases these schools were taught by volunteer instructors, and supported by private subscription. Gradually, as their objects and results attracted public attention, they received municipal aid. Continuing to increase in importance and in public estimation, they became in 1857 the subject of legislative enactment—(General Statutes, chapter 38, sections 7 and 8)—which settled all questions respecting the legal right to make appropriations for the support of a class of schools hitherto unknown to the law, and served to attract public attention still more forcibly towards them.

Nowhere in this country, has the experiment of evening schools

been more fully tried, and with more satisfactory results, than in the city of New York. Six schools were opened in that city in the fall of 1847,* and continued to the middle of March, "for those whose ages or avocations are such as to prevent their attending the day schools established by law." The whole number of pupils registered was 6,976, and the average attendance was 2,190.

In 1853, when the public free schools of the city passed under the control of the Board of Education, the number of evening schools had increased to 25, with an attendance of 9,313, and an average attendance of 3,319; and was supported at the cost of more than \$17,000. The male pupils were engaged in 259 different employments, the female in 75.

The reports for the year 1860 give the number of schools as 44—23 for males, 19 for females, and 2 for colored persons. The number of registered pupils was 16,059—the average attendance, 8,576. Cost of the schools, \$73,312. Fifteen per cent. of the pupils were over 21 years of age—some of the number being over 50; and thirty-six per cent. were between the ages of 16 and 21. The remainder were composed of younger persons, who, from orphanage, the extreme poverty of their parents, or other unfortunate circumstances, were forced to spend the hours of daylight in labor.

The schools are in session five evenings in the week from six to nine o'clock, and from the first of October to the middle of March, with a recess during the holiday week.

"They are largely taught by teachers of the day schools, selected with special reference to their fitness as instructors and disciplinarians."

The branches taught are reading, spelling and definition, writing, arithmetic, geography; and to the older classes, grammar, algebra, drawing, and history. Vocal music, compositions and debates are also introduced.

Evening schools have likewise been founded, and are now in successful operation in Brooklyn, Providence, and in most of the principal cities of the Northern States.

The results are declared to be most beneficial to the persons attending them, and most satisfactory to the city in the marked reduction of poverty and crime which they have effected.

England also furnishes a noble example, in the institution of evening schools of various grades, and of her efforts to educate her working classes.

In 1858 it was estimated that there were in England and Wales 2,036 evening schools, distributed through every county in the kingdom, with 80,966 scholars, ranging from 53 in Radnor to 15,263 in Lancaster, in which reading, writing and arithmetic were taught. But not only to the mere laborer is evening instruction made accessible and useful. "The evening classes in King's College, London; the evening classes for young men in the city of London; the classes in connection with the London Mechanics' Institution; and the Working Men's College, in which in all about 2,000 students enjoy the benefits of a superior education in the evening, are admirable examples of the adaptation of this class of schools to the wants of society."

Large evening classes of adult persons of both sexes are taught in the seven other working men's colleges which have been established in different parts of the kingdom within the last twenty years; and great numbers of children are admitted to similar classes in the districts, of which there are in Yorkshire alone about 138 institutes, with 24,600 members, and 7,699 children in the classes.

SUMMARY OF STATISTICS FOR 1860-61.

Number of towns in the Commonwealth	334
Number of towns making returns (all excepting Tolland)	333
Number of School Districts	2,607
Number of Public Schools	4,561
Increase for the year	64
Number of persons in the State between five and fifteen years of age, May 1st, 1860	231,490
Increase for the year	7,776
Number of scholars of all ages in all the Public Schools in summer	212,786
Increase for the year	4,847
Number of scholars of all ages in all the Public Schools in winter	220,010
Increase for the year	2,676
Average attendance in all the Public Schools, in summer	166,714
Increase for the year	3,929
Average attendance in all the Public Schools, in winter	175,035
Increase for the year	453
Ratio of the mean average attendance to the whole number of children between five and fifteen, expressed in decimals	.74

Number of children under five, attending Public Schools	10,104
Decrease for the year	324
Number of persons over fifteen	24,900
Increase for the year	1,545
Number of teachers in summer; males, 429; females, 4,793; total	5,222
Increase of males, 5; females, 116; total, 121	
Number of teachers in winter; males, 1,498; females, 3,845; total	5,343
Increase of males, 14; females, 119; total increase	133
Number of different persons employed as teachers in Public Schools during the year; males, 1,573; females, 5,841; total	7,414
Increase for the year	174
Average length of the Public Schools, eight months. Increase for the year	2 days.
Average wages of male teachers per month, including board	\$47 71
Decrease for the year	\$2 85
Average wages of female teachers per month, including board	\$19 95
Decrease for the year	\$0 03
Amount raised by taxes for the support of Public Schools, including only wages, board, fuel, care of fires and school-rooms	\$1,475,948 76
Increase for the year	\$47,472 74
Income of surplus revenue and of similar funds appropriated for Public Schools	\$7,062 44
Amount of voluntary contributions of board, fuel, and money to maintain or prolong Public Schools, and for apparatus	\$30,971 01
Increase for the year	\$1,312 87
Income of local funds appropriated for academies and schools	\$49,904 53
Amount received by cities and towns as their share of the income of the State School Fund	\$45,807 15
Amount paid for superintendence of schools and printing of school reports	\$53,034 40
Aggregate returned as expended on Public Schools alone, exclusive of expense of repairing and erecting schoolhouses, and of the cost of school-books	\$1,612,823 76
Increase for the year	\$47,720 01
Sum raised by taxes (including income of surplus revenue) for the education of each child in the State between five and fifteen years of age—per child	\$6 41
Decrease for the year	\$0 01
Percentage of the valuation of 1860, appropriated for Public Schools (one mill and sixty-five hundredths)	.001-65
All the towns in the State making returns, except one which has a large local fund, have raised more than the amount (\$1.50 per child between five and fifteen) required by law as a condition of receiving a share of the income of the State School Fund.	
Number of towns that have raised by tax the sum of \$3 or more, per child, between five and fifteen	300
Increase for the year	10
Number of High Schools in which the Latin and Greek languages are taught	105
Number of incorporated academies returned	63
Average number of scholars	3,425
Amount paid for tuition	\$84,379 00
Number of Private Schools and Academies	638
Estimated average attendance	16,401
Estimated amount paid for tuition	\$349,533 43

7. EDUCATION IN UPPER CANADA AND MASSACHUSETTS.

The school system of the State of Massachusetts is often claimed to be the most perfect in America. Judging by the results—that is, taking the statistical returns, without reference to the amount of instruction imparted or the nature of that instruction—Massachusetts does not seem to be entitled to the credit which is generally accorded it. Pennsylvania presents a much better return; and the system which has been established in Upper Canada by the present Chief Superintendent of Education, so far as the results in figures go, is much superior to that in operation in either Massachusetts or Pennsylvania.

A blue book has just been published by the Board of Education of Massachusetts, which does not show the most gratifying results. Whilst the increase in population in the Old Commonwealth fell off one-third in the decade between 1850 and 1860, the increase in the number of schools for the same period fell off one-half. The returns of the average number of scholars of all ages in the schools of the State, show a similar downward tendency, but to a much greater extent. The falling off in the decade between 1850 and 1860 was nearly 50 per cent., when compared with the decade between 1840 and 1850. But when the returns are examined a little more closely, it will be found that the attendance at the schools, of children between the ages of five and sixteen, has not been so great as would appear from a comparison of the increase in attendance with the increase in population. For while the increase of the average attendance of all scholars upon all schools in the State had fallen off 50 per cent. in the decade previous to 1860, the ratio of increase of the number of children of the school average in the State had increased one per cent. in the last decade. This may appear somewhat paradoxical; but the explanation is simple:—The children increase faster than the average attendance upon the schools. What the entire attendance is, we do not find in the returns before us; but we learn, by reference to the last report of the Chief Superintendent of Education for Upper Canada, that in the year 1860 it was 246,419. The returns now published simply state that the attendance of children under sixteen during the year 1860, was 76 per cent. of the entire school population.

Turn we now to Upper Canada. From the report of the Chief Superintendent of Education, already referred to, we learn that in the year 1860, the school population of Upper Canada was 373,589; and the attendance was 315,812, or something like 84 per cent., being 8 per cent. more than that of Massachusetts. The ratio of increase shows a much greater disparity. The per centage of the increase of children in Upper Canada during the decade of 1850–60, was 45; and the per centage of increase of children attending school was 108. That is to say, the increase in the attendance of children at the schools in Upper Canada was more than 100 per cent. greater than the increase in the school population. In Massachusetts, on the contrary, it will be seen from what has been already said, that the increase had fallen off 50 per cent. during the decade. This, however, does not afford much ground for congratulation, so far as this Province is concerned; for the population of Upper Canada is increasing at a vastly greater ratio than that of Massachusetts. This will be readily seen when we state that, while the school population of Upper Canada was only 259,258 in 1850, it had increased to 373,589 in 1860. In Massachusetts the figures stood in these years respectively, 215,926 and 223,714—showing but a very trifling increase. The conclusion at which a Boston paper arrives, on a review of the educational statistics of that State, is, that “the actual amount of instruction, in proportion to the number who ought to receive it, is less now than in 1850 or in 1840.” This is a very serious matter for that State, which, more than any other in the Union, has been remarkable for its encouragement of education, and the number of scholars it has produced.

There would seem to be more than one cause to which this result is to be attributed. When a country arrives at that condition in which it receives but small additions to its population by immigration, and the wheels of society come to run pretty much in a beaten track, the same increase in education, as in other matters, will not take place as during that period when the country was in a transition state. On the one hand, property becomes centralized; and on the other, the aggregate of poverty reaches a greater magnitude than previously. This seems to be an inevitable state of things; and where poverty increases, there education will of necessity decline. A noticeable instance of this is apparent in the returns from Massachusetts. During the year 1857, when the whole continent of America was involved in financial troubles, the number of scholars over fifteen years of age dropped down from 22,857 for the preceding year, to 16,394 for that year, but went up again in 1859. Massachusetts has since then enjoyed its share of prosperity, and the cause to which we have alluded would not be sufficient to account for that decline in the matter of education which has taken place in the State. There is another cause at work. The manufacturing system of the Old Commonwealth has been developed to a large extent during the past ten years. The consequence has been to draw a large number of children of school age to the factories, and thus deprive them of the advantages of early schooling. This is, no doubt, the principal cause of the decline.

The Boston Post, in order to remedy this state of things, suggests compulsory attendance. “All children,” it says, “must be kept in school that can be made to attend.” The remedy which occurs to the Post is no new one; and in this Province it is advocated by many persons of education and influence. From the Bench in this city, this remedy has been broadly hinted at; and in the Board of School Trustees it has caused a lively discussion. It is impractic-

able, however, in a country like this or the United States. Compulsion in anything—and in education as much as in anything else—is opposed to the genius of free institutions. Even in France, the scholarly Guizot, than whom no man of his time has paid greater attention to the subject of education, has on several occasions raised his voice against it. In Austria or Russia, or even in Prussia, it is possible to work a compulsory system of education; but in America it cannot be done.

That a large class of the juvenile population of the country should be allowed to wander about the streets, deprived of that education which is afforded them by others, is a thing to be regretted. That it will always continue to be to a lesser or greater degree, is, we fear, unavoidable. The remedy for its mitigation does not lie in compulsion; but the adoption of some means to lessen the evil is much to be desired. He who discovers that means will confer a boon on society.—*Leader*.

8. EDUCATION IN NEW BRUNSWICK, IN 1861.

From the Report of the Chief Superintendent of Education for New Brunswick, for 1861, we learn that, in spite of hard times, the schools of the Province show favorable symptoms of progression, in the matters of the number of pupils, superiority of teachers, accommodation in school houses, uniformity of text-books, and local payments, though in all there is much room for improvement. There are still far too many miserable school houses and incompetent teachers in the Province, where amidst dirt and discomfort, impure air and backless benches, the children are condemned to the hard task of acquiring the rudiments of a common education, reading, writing, and arithmetic from masters who murder the Queen's English by mouth, and disfigure it when they attempt to handle a pen, and whose acquirements in accounts go no further than summing up their government allowance. The Report points out the deficiencies and shortcomings of the common schools, plainly and unsparingly. Under the system of continued inspection and annual reporting it may be expected, however, that the tendency will be towards improvement, and that yearly we will hear less of school houses squalid as styes, of school-masters, whose education is only sufficient to expose their utter ignorance, of pupils remiss in attendance, and of parents so indifferent to education that they look rather to the cheapness than to the character of tuition.

Trained teachers are more and more taking the place of those who set up for school-masters when everything else fails, (there were 517 of the trained class employed last year, to 315 untrained), but still a great amount of the Government grant is wasted, and worse than wasted in maintaining worthless schools. The total Provincial expenditure under the Parish School Act for 1861 was \$97,364 96, an increase over that of 1860; the local contributions for the teachers' salaries, however, kept pace with the disbursements from the public funds, the former being \$108,919 99, exceeding the grant by \$25,428 36; both together proving the expenditure on education to be 206,284 dollars and some odd cents, and this not taking into account the sums expended on new school houses, in repairs, in providing furniture, text-books, black-boards, &c.

The number of schools in operation during the first term of 1861 was 801: teachers employed 810; in the second term 824 and 834, a decrease of 17 schools and 12 teachers as compared with the corresponding term of 1860.—The Chief Superintendent, in commenting on this, says:—“This diminution of schools and teachers during the last term of the year, occurring, it is believed, among those of general inferiority, is really no matter of regret, especially as the general attendance has rather increased than fallen off.”

One of the most discouraging facts connected with the school system of the Province, is the irregularity of the attendance of the pupils.—The rolls may show a long catalogue of names of scholars, but the registers prove that little more than half of the pupils entered attend school regularly. By table C in the report—showing the decimal ratio of attendance—it appears that 56 per cent. is the average for the whole Province, thus “while professedly educating 27,500 children, we have been giving instruction to no more than 14,000; or the schools have been open and paid nearly the whole year for doing little more than six months' work.” Bad as this is, it appears that it is still worse in Maine, where last year the average attendance to the whole number of scholars was 46 per cent. One of the encouraging facts connected with the school system, is the increase of superior schools, and their heightened general character and standing; 19 in the first term and 21 in the second were in operation last year. 1162 pupils were registered in summer, 20 per cent. of whom were over 16 years of age. The average attendance was 62 per cent. of the numbers on the registers, 6 per cent better than the general average of all the schools. “From,” the Chief Superintendent says, “the general character and standing of these schools therefore, I am induced to renew my former suggestion, that the pupils of superior schools be allowed to compete with those

of the Grammar schools for the county scholarships in connection with the University."

From the general report on Grammar schools, it appears there are 12 in the Province, that are classed 4 good, 3 middling, and 4 decidedly inferior. Only three of these are really good, the others are all mean, though there is a gradation in their meanness. In several there is an absence of proper discipline and systematic organization, and a want of energy on the part of the teachers; and the internal condition and arrangement of the school houses themselves is in keeping with their internal discipline. We should think that the plain and in some ways not very pleasant statements of the report, will have the effect of rousing up the teachers of Grammar schools to greater exertions, and to making extensive improvements in themselves, their pupils, and their school-rooms.

Appended to the Report of the Superintendent and Inspectors, are a number of tables, and abstract of tables, and tabulated reports, which give the minutest information as to the number of schools in every county, what schools have committees, and blackboards, maps, and globes, and what schools have neither, what schools use the authorized books, and what schools do not, as to the religious denomination of the schools, the standing and sex of their teachers, the compensations that the schools receive from the State and their local district, as to the numbers of pupils on the register, the number and sexes of all under and above 16 years, together with their average attendance, and the numbers that attend the various branches taught, together with a description of the school houses, in what state of repair they are, and whether public or private, and various other items of information.

9. EDUCATION IN THE CITY OF TORONTO.*

The annual report of the Local Superintendent of the public schools, which has just been published, gives some interesting statistics in reference to the educational interests of the city. The census of last year revealed the fact that the school population of Toronto—that is, the number of inhabitants from 5 to 16 years of age—was then 11,595. Of that number it is estimated that 8,818 received instruction of one sort or another. Upon what kind of calculation this result has been arrived at we are not told; but the figures which are of more particular moment to the public are those connected with the Common Schools. During the past year, "4,888 individuals have received some instruction (though 590 have received less than 20 days) in these schools, while 2,180 have been an average allowance during the school year." The Local Superintendent says it is pleasant to know that so many children received education in that year; but we think it will strike most persons that the average attendance bears a much lower proportion to the number enrolled than it ought. The ratio of the average attendance at the public schools to the entire school population of the city is said to be greater than in England or Prussia. This may be true; but we doubt whether we should feel satisfied with such a result. No country provides much more largely, taking all in all, for the education of its juvenile population than Canada; and though the results afford ground for congratulation, there is still room for improvement.

The report reveals this important fact, that 2,777 persons of school age receive no education at all. When the number who receive but a limited education is added to this, it will be readily seen that a large proportion of the population does not avail itself of the means of education afforded to it. The Local Superintendent frankly acknowledges that this is a condition of affairs which is anything but pleasant; that this large number of persons become "enemies of social order, and a source of increasing alarm to the country;" though he does not see his way to suggesting a remedy. A letter from the Chief Superintendent of Education embodied in the report shows that he has not overlooked the importance of the subject. Whilst not going so far as to recommend what is generally known as "compulsory attendance," he goes the extent of recommending what he considers the "narrow and unobjectionable limits" of simply empowering municipal corporations to pass such by-laws as they may deem expedient to secure the attendance of children, who are not employed in useful labour, and who attend no school, "by such fines or penalties on the parents or guardians of such children, or on the children themselves, as it might judge expedient."

In Boston the evil is partially met by the appointment of four truant officers, named by the corporation; but their duties only extend to those children who have at some time or other been enrolled on the school books. If the truant is not an inveterate one, he is simply admonished and excused; but if otherwise, he is brought before a justice, and sentenced to the House of Reformation. The number of convictions vary from fifty to seventy-five a year. In

England the fee paid to children for 200 attendances in the year, also, in a measure, tends to lessen vagrancy, though that does not appear to be the primary object of paying the children for attendance. The time has come when the question ought to be fairly met in this Province. Its discussion might produce some good, and enable those to whom is intrusted the educational interests of the Province, to apply a remedy to what is daily becoming an evil of greater magnitude.—*Leader*.

III. Educational Intelligence.

—UNIVERSITY OF TORONTO.—The Annual Convocation of the University of Toronto took place 8th inst. in the Convocation Hall. At three o'clock precisely, the graduates and under-graduates entered and took their places at each side of the Hall. Then followed the Professors and members of the Synod. In the absence of the Chancellor, Vice-Chancellor Patton took the chair. On the dais were seated the Rev. Dr. McCaul, President of the University, and the different professors of that institution; Professor Leitch, Principal of Queen's College, Kingston, the Rev. Dr. Lilly, Judge Morrison, and several of the examiners. The proceedings of the Convocation were opened by the Rev. Dr. Lillie offering up prayer. The following students were then admitted to the various degrees—those in Medicine being presented by Dr. Thorburn; in Arts, by Mr. Crombie, M.A.; in Law, John Roaf, jr., M.A., B.C.L.; Civil Engineering, by Prof. Croft; and in Agriculture, by Prof. Buckland:—M.D.—J. Wanless, M.B. M.A.—W. A. Reeve, B.A.; J. H. Hunter, B.A. LL.B.—J. F. Smith, B. B. Osler, M. C. Upper, H. D. Stewart, J. W. Holcomb, M.A.; E. A. Read, S. G. Wood, J. F. Cross, J. F. Joseph, A. Marling, E. Penton, A. H. Stuart. M.B.—J. Bolster, G. P. DeGrassi, T. B. Eckhardt. B.A.—J. M. Gibson, S. Woods, J. Loudon, W. Tytler, J. A. McClelland, W. Crawford, G. Cooper, J. Fisher, J. M. Buchan, R. A. Reeve, R. T. Livingston, C. McFayden, W. McWilliam, W. M. Roger, H. F. H. Gibbon, H. J. Straag, A. L. Wilson, O. Hagar. *Civil Engineering, Diploma*.—B. Irwin, W. G. Bellairs. *Agricultural, Diploma*.—J. E. Farewell, J. B. Thompson, G. Forneri. Mr. J. Campbell, the Prize Essayist in English verse composition, then ascended the dais, and recited the following, entitled,—

"OUR WIDOWED QUEEN."

"Our widowed Queen, oh sadly falls,
Thy name of mourning lately breathed;
Dark is the veil of grief that falls
The throne of kings, now cypress wreath'd,
Short-sighted in our present bliss,
We lived in peace, our direst fears
Ne'er framed to thee a name like this,
Thy title to a nation's tears.

"Oh, never has our own fair land
Been blessed with prince more loved than
he,
Whose earnest mind, whose fostering hand,
A widowed people mourn with thee;
No consort worthier to share
The glory of thy mighty sway,
Or show forth all a father's care
Has ever passed from earth away.

"Our widowed Queen, well may'st thou
mourn
The stroke of death; what anguish sore
Thy tender heart has bravely borne,
Yet more should we his loss deplore.
With us alone his name and deeds
No trifling legends remain,
Whilst o'er thy heart the widow's weeds
But blossom hopes to meet again.

"And when thou layest the sceptre down,
And tak'st into thyself a prize
More glorious far than earthly crown
That ever dazzled mortal eyes,
In the bright light of heaven's own love,
With him thy love shall perfect be;
A nation knows no love above,
The people may not follow thee.

"Our homage is of little worth
To comfort thee in all thy woe,
Or call the love that, lost to earth,
Now makes the tears of orphans flow,
And therefore would we humbly pray
To Him, who in all time has been
The widows' and the orphans' stay;
'God bless our widowed Queen.'

"God save and bless thee, long to reign
As thou hast reigned, a nation's pride,
And rule the hearts which not in vain
Thine own true heart has sought to
guide,
That in thy people's sympathies
Thou may'st rejoice, upon them lean,
And from our loss may yet arise
New cause to bless our widowed Queen."

The following are the successful medalists and prizemen:—**FACULTY OF MEDICINE**.—J. Bolster, gold medal; G. P. DeGrassi, gold medal. **FACULTY OF ARTS**.—*Classics*.—S. Woods, gold medal; W. Crawford, silver medal; G. Cooper, silver medal. *Mathematics*.—J. Loudon, gold medal; J. A. McClelland, silver medal; J. Fisher, silver medal. *Modern Languages*.—J. M. Gibson, gold medal; J. M. Buchan, silver medal; R. A. Reeve, silver medal. *Natural Sciences*.—W. Tytler, gold medal; R. A. Reeve, silver medal. *Metaphysics, Ethics, Logic and Civil Policy*.—J. M. Gibson, gold medal; R. T. Livingston, silver medal; J. A. McClelland, silver medal. *Civil Engineering*.—B. Irwin, prizeman. *Agriculture*.—J. B. Thompson, prizeman. The following gentlemen were presented with scholarships:—**FACULTY OF LAW**.—First year, R. W. Smith; second year, J. Idington; third year, R. Sullivan. **FACULTY OF MEDICINE**.—First year, S. B. Smaile; second year, J. F. Rolls; third year, S. F. Ramsay. **FACULTY OF ARTS**.—*Greek and Latin*.—First year, G. Hill; second year, J. W. Connor; third year, N. McNish. *Mathematics*.—First year, G. Lout; second year, T. J. Robertson and J. S. Wilson; third year, A. M. Lafferty. *Modern Languages*.—First year, J. Campbell; second year, F. E. Seymour; third year, W. Oldright. *Natural Sciences*.—Second year, E. F. Snider; third year,

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W. B. McMurich. *Ethics, Metaphysics, &c.*—Second year, J. McMillan; third year, W. G. McWilliam. **GENERAL PROFICIENCY.**—First year—1, W. Fitzgerald, 2, S. Foster, 3, G. S. Goodwillie, and 4, W. W. Tamblin; second year, W. H. Vandermissen; third year, J. M. Gibson.

The Vice-Chancellor then addressed those present. He said it was customary to close the proceedings of Convocation with some remarks from the Chancellor, who usually presided; but he regretted that to-day they were deprived of the presence of the Chancellor, who was unavoidably absent. . . . A comparison of the statistics of this year with those of years past would show that there was a steady progress in the University of Toronto. In 1861, the number of students who received the degree of B.A. was 18; this year it was 18, being an advance of 5. In Law the numbers were equal; but in matriculants there was a large increase, the number last year being 47, and this year 58. . . . He then referred to the Application Act of 1858, and said he was happy to be able to state that, from a movement which had taken place in different quarters, and especially from the great interest shown in the matter by the learned Principal of Queen's College, and others, the different colleges in Upper Canada were now about to be affiliated to this University, so that all the colleges might be placed in the same position in regard to it. This was no secret, he said; it was now a matter of public notoriety, and in a very short time would be circulating through the Press of the country. Queen's, Victoria, and Regiopolis, and he believed he might say Trinity College, had agreed to the affiliation, not only in name but in reality. Having spoken a few words on the advantages which would result from a common standard in examination, the Vice-Chancellor called upon the Rev. Dr. Lillie to close the proceedings with prayer, which being done, the convocation was declared to be dismissed.

THE DINNER.—The University Association, composed of graduates of the University and under-graduates of University College, gave their regular annual dinner in the large dining-room in the University Buildings, in the evening after the close of the convocation. There were about sixty present. The President of the Association (Dr. Patton) presided.

—**UNIVERSITY OF VICTORIA COLLEGE.**—The Annual Convocation of the University of Victoria College took place on Wednesday afternoon, 14th ult., at two o'clock, in the large Assembly Room of Victoria Hall. We were glad to see that the magnificent room was filled with a most respectable and intelligent audience, whose deep attention proved even more strongly than their presence the strong interest which the cause of University Education has upon the minds of our population. The platform was well filled with the representatives of learning and especially of medical science, who were ranged on each side of the worthy President of the College, who, of course, occupied the chair in the centre. In addition to the members of the Faculty of Arts, we noticed, Dr. Caniff, Dr. Berryman, and Prof. Sangster, members of the Medical Faculty of the College, J. G. Hodges, Esq., LL.B., Deputy Superintendent of Education in Upper Canada, Dr. Lavell, Professor of Obstetrics, &c., in the University of Queen's College, Kingston, and the Rev. James Spencer, of Brampton, and one or two other gentlemen. The first business, after the offering of the initiatory prayer, was the delivery of the following Essays:—*Man versus Fortune*—Wm. S. Downey, *New town Robinson*. *Philosophy of Life*—John W. Frost, *Owen Sound*. *The Clock of Destiny*—John J. MacLaren, *Manningville, Canada East*. *Custom—the Queen of the World*—Edward Morrow, *Springville*. "Where there's a will, there's a way"—John Salmon, *Montreal*. *The Triumph of Truth*—Wm. H. Schofield, *Brockville*. *Justice may Sleep, but never dies*—George Wright, *Cooksville*. *Valedictory*—Alfred Raynor, *Quebec*. It would not be either judicious or becoming to criticize orations delivered under circumstances so embarrassing to the speaker, and therefore we will only observe generally that their literary excellence reflected great credit on their authors. The *Valedictory* appears to have won especial favor from the audience, and we cannot say we are surprised at the verdict, delivered as it was with so much good taste and feeling. In a week or two we hope to be able to publish it. Our readers will then be able to judge in some degree of its merits. The following Degrees were then conferred by the President:—B.A.—J. J. MacLaren, Gold Medalist; A. H. Raynor, Silver Medalist; W. S. Downey, J. Frost, E. Morrow, J. Salmon, W. H. Schofield, G. Wright, G. Young. M.A. *hon.*—Rev. Wm. Lumsden. M.A. *ad eundem*—Rev. S. S. Nelles, Elijah P. Harris. D.D.—Rev. John Lomas, Ex-President of the British Wesleyan Conference; Rev. Charles De Wolfe, Professor of Theology in the Wesleyan Institute, Sackville, Nova Scotia. M.D.—John Nichol, J. B. Tweedale,

Francis Oakley, D. J. Van Velsom, J. G. Davidson, J. C. Ray, A. Rolfe, A. Fleming, O. Rupert, R. McIntyre, E. M. Earl, L. W. Brook, T. S. Hodgskin, J. E. McCully, Jas. McLaughlin, W. A. Vardon, C. M. Aikmen, A. J. Collver, A. C. Duncomb, D. Bonnar, J. H. Comfort, R. A. Alfred, M. Phillips, S. Allison. The presentation of Prizes was next in order, and as the Prince of Wales Gold and Silver Medals for 1861 were not manufactured in time for presentation to their winners at the last Convocation, those gentlemen had the honor of publicly receiving them upon this occasion. Before presenting them the Rev. President reminded the audience that the Medals were given to the first and second best students in Arts, taking into consideration the whole four years of the University course. *Prince of Wales Gold Medal*, (1861) Alexander Burns. *Prince of Wales Silver Medal*, (1861) Wm. H. McClive. *Prince of Wales Gold Medal*, (1862) John J. MacLaren. *Prince of Wales Silver Medal*, (1862) Alfred H. Raynor. *Ryerson Prize* (1st Scripture History) Robert Hardy. *Webster Prize* (1st English Essay) Alfred H. Raynor. *Hodgins Prize* (2nd English Essay) John B. Clarkson. *Mr J. Sainsbury's Scripturae History Prize*, Howard C. McMullen. *Mr W. W. Dean's Metaphysical Prize*, John Salmon. *Matriculant Scripture History Prizes*.—Alexander Gordon Harris, John Sanders, John James Hare, each first in his own class. The Benediction was then pronounced and the meeting adjourned. On the evening of the same day the Literary Association of the University gave a *Conversazione*, which passed off with great *clat*. Most of the members of the Faculty of Arts and a large number of the *alumni* of the University, were present and enjoyed themselves to the full. It is to be hoped that the *Conversazione* will become as staple a part of the programme of the Convocation exercises as any other. Nothing can be more delightful than the meeting with old and valued friends in this way, and how many there are who, but for such periodical visits to their common *Alma Mater*, would never meet each other again. We will only add that on the Tuesday evening preceding the Convocation an able Address on *The Simplicity of Truth* was delivered to the Alumni by the Rev. Albert Carman, M.A., Principal of Belleville Seminary.—*Cobourg Star*.

—**UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON.**—The Annual Convocation of the University closing the proceedings for the Session 1861-62, took place in the Convocation Hall on 24th April. The proceedings, which were of a highly interesting character, were presided over by the Very Rev. Dr. Leitch, Principal of the University. On the platform were seated the University authorities, the Trustees of the College, the Professors and Lecturers in the Faculties of Arts, Theology, Medicine and Law, the Trustees and Teachers of the College and Grammar School; and there were likewise present most of the prominent citizens of Kingston, graduates from a distance, the Chairman of the Board of Trustees of Common Schools, &c. The proceedings were opened with prayer by the Principal, after which the prizes and scholarships were announced and presented to successful competitors, and degrees were conferred in Arts and Medicine. The Secretary of the Senate reported that after lengthened oral and written examinations on the various subjects prescribed, the Senate agreed to admit the following gentlemen to the degree of Master of Arts, and the degrees were formally conferred by the Principal:—Donald McLennan, (Honorary), Alexander McBain, Donald Ross (with honours), Walter Ross. And B.A. upon the following:—John Bell, Alexander Campbell, James F. Ferguson, Thomas F. Harkness, James A. Hope, Archibald E. Malloch, with honors in Classics and Mathematics; John McMillan, with honors in Moral Philosophy, Classics and Mathematics; Alexander N. McQuarrie, with honors in Moral Philosophy; George Milligan, with honors in all branches; Duncan Morrison, with honors in Moral Philosophy and Mathematics; John R. Ross, with honors in Moral Philosophy; William Sullivan, William B. Thibodo, Robert Thibodo, M.D., Horace Sumner (*ad eundem gradum*). Eighteen students have passed the ordinary University examinations for session 1861-62. **Law Faculty.**—Five students passed the University examinations for session 1861-62.—**PRIZE LIST.**—**FACULTY OF ARTS—Classical Department.**—**Junior Latin Class.**—1. William McGeachy; 2. Lachlan McAlister; 3. Donald Fraser; 4. William McLennan and William Bethune, equal. **Order of Merit.**—Daniel McGillivray, Alexander McLennan, James Wylie, Neil W. McLean. **Junior Greek Class.**—1. William McGeachy; 2. Lachlan McAlister and Donald Fraser, equal; 3. William Bethune; 4. William McLennan. **Order of Merit.**—Daniel McGillivray, James Wylie, Alexander McLennan, Josiah J. Bell, Neil McLean. **Senior Latin Class, Junior Division.**—1. Robert Jardine; 2. Alexander Jamieson; 3. Henry Edmison; 4. Baldwin Fralick. **Order of Merit.**—John V. Noel, George A. Yeomans. **Senior Greek Class,**

Junior Division.—1. Robert Jardine; 2. John V. Noel; 3. Henry Edmison; 4. George A. Yeomans. **Order of Merit.**—Alexander Jamieson, Baldwin Fralick. **Senior Latin Class.**—1. George Milligan; 2. John McMillan; 3. Archibald E. Malloch; 4. James A. Hope and John Reid Ross, equal. **Order of Merit.**—James F. Ferguson, William Thibodo, Duncan Morrison. **Senior Greek Class—Senior Division.**—1. George Milligan; 2. John McMillan and Archibald E. Malloch, equal; 3. William B. Thibodo; 4. James A. Hope. **Order of Merit.**—John Reid Ross, James Forsyth Ferguson, Duncan Morrison. **For Essays written during the Summer recess.**—Robert Jardine, James Simpson, George A. Yeomans. **Junior Mathematics.**—1. William McGeachy; 2. Donald Fraser, Lachlin McAlister and William McLennan, equal; 3. John Mudie; 4. Daniel McGilivray. **Prize Exercises.**—Donald Fraser, William McLennan, William McGeachy, Lachlin McAlister. **Senior Mathematics and Natural Philosophy.**—1. Robert Jardine; 2. Henry Edmison; 3. Alexander Jamieson and George Augustus Yeomans. **Prize Exercises.**—Robert Jardine. **Senior Natural Philosophy.**—1. George Milligan; 2. John McMillan; 3. Archibald E. Malloch and Duncan Morrison, equal. **General Merit in the Class.**—Alexander N. McQuarrie. **Essay.**—"Refraction of Light." Duncan Morrison, William Henry Sullivan, and John Reid Ross. **Moral Philosophy and Logic.**—1. John R. Ross; 2. John Madie; 3. James A. Hope and Duncan Morrison; 4. James F. Ferguson; 5. John Bell. **Natural History.**—1. Robert Jardine; 2. Baldwin Fralick; 3. Alexander Jamieson. **THEOLOGICAL DEPARTMENT.—Prize.**—James B. Mullen (for missionary duty). **HEBREW.—First Class.**—John Gordon, B.A. **Second Class.**—Donald Ross, M.A. **Third Class.**—James B. Mullen. **SCHOLARSHIPS.—Theological Faculty.**—Second year—To be held during Session 1862-63.—Donald Ross. First year—To be held during Session 1862-63.—Charles J. Cameron. **Faculty of Arts.**—Third year—To be held during Session 1862-63.—1. George Milligan, Allan Scholarship; 2. John R. Ross, do.; Duncan Morrison. Second year—To be held during Session 1862-63.—1. Robert Jardine, Kingston Scholarship; 2. Alexander Jamieson, Aberdeen, do.; 3. Henry Edmison, Montreal do.; 4. George A. Yeomans, Foundation. First year—To be held during Session 1862-63.—1. William McGeachy, Foundation; 2. Lachlin McAlister, Toronto Scholarship; 3. Donald Fraser; 4. William McLennan.

UNIVERSITY OF MCGILL COLLEGE.—The annual meeting of Convocation of the University of McGill College, was held at three o'clock on the afternoon of Monday, the 5th inst., in the Hall of the McGill Normal School. The Rev. Canon Leach opened the proceedings by prayer, after which Mr. W. C. Baynes, the secretary, read the minutes of the last meeting of convocation, which were confirmed. Professors Howe and Craik being appointed scrutineers, the following gentlemen were elected Fellows for the ensuing year:—Faculty of Law: W. B. Lambe, B.C.L. Faculty of Medicine: Walter Jones, M.D. Faculty of Arts: Brown Chamberlin, M.A., B.O.L. The Vice-Principal then read the list of prizes and honours in the degree of B.A.: George Ross, Robert Anstruther Ramsay, Charles G. B. Drummond, and Francis Gilman. Graduate in Civil Engineering: James H. Gould. Honours and Prizes, Graduating Class: Chapman medalist, Ross; Prince of Wales medalist, Ramsay. Ross, First Rank Honours in Classics, Prize in Rhetoric, and Prize in German. Ramsay, First Rank Honours in Natural Science. Drummond, First Rank Honours in Natural Science. The Rev. the Vice-Principal also announced that the following gentlemen, Graduates in Arts, having performed the exercises prescribed by the University, were entitled to the degree of M.A.:—R. J. Plimsoil, B.A. of 1858; J. A. Perkins, B.A. of 1858; James Kirby, B.A. of 1859; and C. J. Mattice, B.A. of 1859. The degree of M.A. was then conferred. The Principal announced that the Honorary Degree of LL.D. had been granted by the Corporation of the University to the Right Hon. Sir Edmund Head, Bart, M.A.; the Rev. Dr. Falloon, Principal of St. Francis College, Richmond; and George Lawson, Esq., Ph. D., Professor of Natural History in Queen's College, Kingston.

Faculty of Medicine.—The number of matriculated students in the past session was 169; of these, 92 were from Lower Canada, 62 from Upper Canada, 1 from Nova Scotia, one from New Brunswick, 2 from Prince Edward Island, and 1 from the United States. The number of students who passed the primary examination, which includes the branches of anatomy, chemistry, materia medica, and institutes of medicine, was 22. At this convocation, 23 gentlemen received the degree of M.D., C.M.

Prizes.—The three prizes granted by the Governors were awarded as follows: For the best Theses—Richard Maurice Buck, Sarnia, U.C. For the best examination on the Final Branches—John A. Stewart, Charlottetown, Prince Edward Island. For the best examination on the Primary Branches—John J. Marston, L'Orignal, U.C. The Professors' prize in Materia Medica was awarded to Mr. John W. Bligh, Quebec. The Professors' prize in Clinical Medicine, for the best answers to written questions, to Edward H. Trenholme, Trenholmeville, L.C.; and for the best report of cases, to Richard Maurice Bucke, Sarnia, U.C. In Botany and Zoology, the prizes awarded were:—For Botany and Zoology, to Mr. T. Bigelow, Whitby, U.C.; for Botany, to Mr. Edward P. Hurd, Eton, L.C.; for Zoology, to Mr. Kenneth Reid, Huntingdon, L.C. The prizes having been presented, the degree of Doctor of Medicine and Surgery was conferred by the Principal upon the twenty-three gentlemen named above.—Mr. Charles Howard Church, M.D., then delivered an able valedictory.

Faculty of Law.—List of Graduates: James Kirby, M.A., Montreal; John P. Kelly, Montreal; Irvine Allen, Aylmer; Athanas Branchaud; Victor B. Sicotte, St. Hyacinthe; Sarsfield B. Nagle; Melbourne Tait, Montreal; John Joseph Curran, Montreal; Robert Cowan Cross, Montreal; and A. P. Adelard Dorion. It was announced that the honorary degree of D.C.L. had been conferred upon Alex. Morris, Esq., M.P.P., and Chris-

topher Abbott, Esq. Mr. A. P. Dorion read a portion of an essay and a valedictory, in French; and Mr. J. P. Kelly read a portion of an essay on the "Laws of Lower Canada" and a valedictory, in English.

Principal Dawson, in making the announcement for the next session, spoke as follows:—The business of this meeting of convocation is now closed, and it only remains to sum up the work of the past session, and to make a few announcements for the next. In looking back on the past session, we have reason for deep thankfulness to God, in that no breach has been made in the ranks of our officers, and that our labours have prospered. The staff of the College proper now numbers twenty-five professors; and reckoning the masters of the High School and the professors of the Normal School, the total number of instructing officers in actual employment is thirty-six. For this large body of able and painstaking instructors, not surpassed, I am sure, in these respects, by that of any other University, the extent of our course of study and the number of our students afford ample occupation. In the past session, the returns of the several faculties show an attendance of 65 students in arts, 158 in medicine, and 45 in law, or a total of 268 college students. In the Normal School we have had 62 students. In the High School there are 271 pupils, and in the Model School 300; so that in all 900 persons have, in the past session, directly derived educational benefit from this University. It is further to be observed, that such is the unity of our system, that the influence of our highest officers is more or less felt even in the humblest department of our work, and that indirectly through its influence in other schools, and the labours of those who have gone forth from it to teach elsewhere, it is much more extensively useful than the above numbers would indicate. At the present meeting of convocation, degrees in course have been conferred on forty-six gentlemen, and there is a prospect of a still larger number in the next session, more especially in the Faculty of Arts. The annual calendar of the University will be issued in a few weeks, and will be circulated gratuitously to all who may desire it; and I would earnestly desire all parents and all young men desirous of qualifying themselves in the highest degree for the business of life, to consider earnestly the advantages which it holds forth to them. There is happily now no reason why young men in Canada, desirous of a liberal education, should seek for it abroad rather than at home; but there are many and cogent reasons, which were ably pointed out by Dr. Leach yesterday, for their availing themselves of the highest education to be obtained in their country. The opening of next session will, we hope, be signalised by the formal inauguration of the William Molson Hall,—a ceremony which, we trust, will be attended by as large a number of students and graduates as can make it convenient to be present, and which we hope will be the prelude to a more than usually prosperous session. In connection with the completion of these buildings, I cannot refrain from congratulating the Faculty of Arts, not merely on the increased conveniences and the additional prestige resulting from the completion of its buildings, but on the important addition made to its sphere of usefulness, in the constitution of the chair of applied chemistry. Ever since I had the honour of being connected with this University, I have urged the importance of such a chair, as specially appropriate to a University constituted like that of McGill, and to a great school of medical science, and centre of manufacturing industry. I rejoice now to see this project realised, and I rejoice still more that we have been able to secure a Professor whose name is a guarantee of success, and whose original "Remarks on Chemistry" are an honour to this country. With such a teacher as Dr. Hunt, a subject of so extensive an application to the pursuits of ordinary life, and more especially to medical science and the development of the industrial resources of this country, must attract many students, and enable us at once to erect a flourishing school of practical and applied chemistry. These are the principal points in reference to the past and the approaching session, to which it is my duty to direct the attention of the convocation and the friends of the University here assembled. Let us thank God and take courage; humbly hoping that we shall be blessed and prospered as in the time past, and that such wants as remain may be supplied, and such difficulties as still oppose our progress may be removed.

The meeting of convocation was then concluded by the benediction, pronounced by the Rev. Professor Cornish.

TEACHERS' ASSOCIATION OF CANADA WEST.

THE NEXT ANNUAL MEETING of the above-named Association will take place in the MECHANICS' HALL, HAMILTON, on TUESDAY, the 5th of August, 1862. The business of the Convention will be opened by the President (the Rev. Dr. McCaul, of Toronto), who will deliver an Address; and, during the Session, Essays will be read by some of the most eminent Teachers in the Province, on subjects of great interest bearing upon Education. Much profitable discussion may also be expected on matters of importance to the Scholastic profession generally; and it is earnestly hoped that all who are already Members of the Association will be present.

It is believed that ALL Teachers will best consult their own interests and those of education, by enrolling their names.

Female Teachers who may attend the Convention, will be provided with accommodation during their stay in Hamilton. By order, June, 1862. J. W. ACRES, L.R.C.P., Secretary T. A. C. W.

ADVERTISEMENTS inserted in the *Journal of Education* for 25 cents per line, which may be remitted in postage stamps, or otherwise.

All communications to be addressed to J. GEORGE HODGINS, LL.B., Education Office, Toronto.

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MEASURES AFFECTING THE PUBLIC SCHOOL SYSTEM OF UPPER CANADA.

From the discussions which have recently taken place, both in one of our Ecclesiastical Synods and in the public newspapers, it is obvious that the character and objects of certain measures which have been lately submitted to the Government, affecting our National School System of Education, have been, in a great measure, misunderstood. In order to remove this misapprehension in some degree, we publish in this number of the *Journal of Education* several documents on the subject. The importance of the measures themselves, and the desire which has been felt in regard to them, is the chief reason for this departure from our usual practice of not admitting into the pages of the *Journal* any thing controversial in its character. Into the discussion of the subject, however, it is not our province in this place to enter. But we simply content ourselves with publishing the official documents themselves, for the information of our readers.

The first measure is designed to provide facilities for Supplementary Common Schools for vagrant children in the cities and towns of Upper Canada, through the agency of any benevolent society, association, or religious congregation in those places. In a recent published letter of the Chief Superintendent of Education, he thus refers to the necessity of this measure:—

"There is one class, and unfortunately an increasing class, of the population of cities and towns, which is without the sphere of any influence, secular or religious, which has yet been exercised for the education of their children. These are the children, (and not the children of common schools) that

swell the calendars of juvenile crime in cities and towns. The problem is, what means can be employed to dry up this fountain of idleness and crime, and make these now poor and neglected youth useful members of society? The influence of even our excellent common free schools has not reached them. Nay, in the presence of these noble schools the number of unschooled vagrant children increases—at least in the city of Toronto. In 1860, during an official tour of Upper Canada, I submitted the question in various counties for public consideration, as to whether the municipalities should not be invested with power to make regulations for educational purposes in regard to vagrant children between the ages of 7 and 14 years, not attending any school, and not engaged in any lawful employment. * * * * * The law requires the Chief Superintendent not only 'to collect and diffuse among the people of Upper Canada useful information on the subject of education generally,' but to submit to the Government, 'such statements and suggestions for improving the common schools and common school laws, and promoting education, as he may deem useful and expedient.'

"In discharging, to the best of my judgment and ability, the duty thus imposed upon me by law, I submitted in March last to the favorable consideration of the Government, the following memorandum and draft of bill, hoping that they might be printed for the consideration of the Upper Canada members, representing cities and towns, and if approved, be taken up either during the recent or next session of Parliament. This memorandum * * * I respectfully commend to the best judgment and feelings of the reader as discussing a subject which * * * has for its object the removal of evils which deprive our country of hundreds and thousands of useful citizens, and inflict serious evils upon our cities and towns."

The other measure submitted to the Government by the Chief Superintendent of Education, relates to Roman Catholic Separate Schools in Upper Canada, and is fully described in the memorandum prefixed to it.

We also insert a third measure relating to Roman Catholic Separate Schools, in the shape of a threefold bill, originally introduced into the Legislature by a private Member of Parliament,—together with the Hon. Mr. Cameron's amendments to it.

Taken in connection with the explanatory headings attached to each of the three documents, they will be found to explain themselves.

2. MEMORANDUM ON THE DRAFT OF BILL FOR THE FURTHER PROMOTION OF EDUCATION IN THE CITIES AND TOWNS OF UPPER CANADA. BY THE REV. DR. RYERSON.

I have proposed the accompanying draft of School Bill of seven clauses relative to cities and towns, as the result of my own observations and reflection, and without consulting any party; but since then I have conversed with the most intelligent members of different denominations and parties, and have met with a cordial approval of the objects and provisions of this bill.

2. The necessity of some further provision in order to secure school instruction to a large class of now neglected, and to a great extent, abandoned youth in cities and towns, is deeply felt and freely acknowledged. In the towns and cities there is a considerable proportion of the children of school age not returned as attending any school, whether the public common schools are free or not. The school population of Toronto, between the ages of 5 and 16 years, was, January 1, 1861, 11,595; the whole number of children attending schools (including separate schools) during any part of the year 1860, was 8,518; the number of children between those ages returned as not attending any school was, therefore, 3,077. Making all due allowances for those who might be attending private schools, or who were employed in some industrial occupation, it leaves a balance of not less than 2,500 children of school age, or about 25 per cent. of the school population of Toronto, not attending any school,—and that in the midst of free schools, of excellent school-houses, well furnished, and provided with good teachers. It is this class of persons that swell the calendar of juvenile crime. Dr. W. Nelson, one of the Prison Inspectors, remarks that the current yearly expenses of each juvenile culprit in the Reformatory Prison is nearly one hundred dollars, and states it “a well established fact that each individual thief causes, on an average, loss to the community of over four hundred dollars a year, and this irrespective of the injury inflicted upon persons and property by assaults, attempts at murder, and arson.”—(Parliamentary Sessional Papers for 1861, No. 24.) The attention of the Toronto press has been directed to this subject, as also that of the Board of School Trustees. In one report the Chief of Police mentions the commitment of forty boys for theft, and one hundred and seventeen for drunkenness and other disorderly conduct. One of the Judges of the Superior Court, in a charge to a Toronto Jury, remarked:—“The streets of Toronto, like those of too many other towns, still present the miserable spectacle of idle, untaught children, male and female—a crop too rapidly ripening for the dram shop, the brothel, and the prison, and that too under the shadow of spacious and admirably kept school houses, into which all may enter free of cost. Most nobly does Toronto provide the means of free education.” “But year after year the great evil continues unabated, and those whose heavy responsibility it is to act as judges or jurors in Criminal Courts, naturally ask if such things are always to be? It was the work of centuries to teach nations that their duties towards criminals extended beyond punishment. The labors and lives of great and good men and women, and a wider knowledge of social economy, but above all, a nobler appreciation of the spirit of that Gospel which proclaims deliverance to the prisoners and captives, have at last awakened us to the belief that the reformation of the offenders is at least as important to society as punishment.”

3. Systematic efforts for the “reformation of offenders” is a great improvement upon the former notions and system of prison discipline; but it is equally christian, and much more humane and patriotic, to prevent crime, than to reform the criminals; to extinguish the fountain whence crime flows, than to reform its victims—to prevent the youth from going to prison, than to attempt his reformation there.

4. The giant evil of youthful demoralization is confessedly increasing in our cities and towns; and the importance of arresting it as far as possible cannot be over-estimated in regard either to these centres of population themselves, or in respect to the country at large. In comparatively new cities and towns, and a young country, the foundation of society should be deeply and broadly laid in religion, virtue and knowledge, and for that purpose every possible religious influence and benevolent effort should be developed and associated with the instruction of the masses in rearing the structure of society.

5. The chief and almost only remedy which has been proposed for the evils of youthful ignorance and crime in our cities and towns, is coercion—compulsory attendance at school. Every member of society has undoubtedly a right to such an education as will fit him for his duties as a Christian citizen, as much as he has a right to food and clothes; and society has a right, and it is in duty bound to see that each of its members is fitted for his duties, and not trained to be a public pest and burden. I have frequently urged this view of the subject, and have suggested and prepared measures to give it practical effect as an element of our public school system, especially in cities and towns. But I have found an utter unwillingness on the part of

public men of different parties to do what seemed to intrench upon individual and parental rights. To render any such provision effectual in any city or town, it would be necessary to provide a building and officers for a Reformatory School, and premises connected with it for cultivation, for learning trades, with prison-like enclosures. Then provision must be made for the thorough religious instruction and training of the inmates. The expense and difficulties connected with the management of such an establishment, are such as a municipality will not incur, and such as the Government and Legislature are not likely to undertake in connection with each city and town. To compel any class of children to attend the public schools has proved impracticable; and, as it has been truly urged, could that be done, secular instruction alone would not reach the seat of the moral evils to be corrected, of the moral and religious feelings, on the influence and culture of which depend chiefly and essentially the results desired.

6. Under these circumstances, I propose to develop and encourage the exercise of a voluntary religious and moral agency which has hitherto remained almost dormant in this country, which is practically discouraged by our free public school system; but which has accomplished and is accomplishing immense good on behalf of the neglected and vicious poor in many towns in England and Scotland, and which involves, in the economy of the Divine government, and in the moral and intellectual constitution of man, the potent and supreme remedy for the world's vice and misery. I refer to that religious and moral agency which has established ragged schools in London and Edinburgh, and which has produced such marvellous results upon a hitherto abandoned and almost helpless class of town populations. I will not extend this paper by giving more than one illustration—a part of the statement of the Reverend Dr. Guthrie, of Edinburgh, before *The National Association for the Promotion of Social Science* in 1860. He says:—“It is little more than a dozen years since, of every 100 criminals in our prison there were five under fourteen years of age, and no less than 552 commitments of children between fourteen and sixteen years of age. The following tables, which show how the prison grew empty as the schools grew full, demonstrate that in them governments have the best cure for crime.” Dr. Guthrie then gives tables which show that the percentage of criminals in Edinburgh before the establishment of ragged schools in 1847, was 56, and in 1859, was reduced to 12; and that the number of prisoners between 14 and 16 years of age, committed to Edinburgh jail, had in the same time been gradually reduced from 552 to 130. He then proceeds as follows:—“These returns demonstrate the power and success of ragged schools; since in the short space of four years we reduced the commitments of juveniles to one-tenth of what they were before the schools were opened; and what variation appears in these tables proves the difficulties that hamper us, and the need of what we wish the State to lend us help—a wider application of our system. But this does not exhaust our claims on the countenance of Government. From our educational schools we have sent forth 1,000 children—who would have been curses—to be blessings to the community. We have saved the State, I may say, a thousand criminals, and given her a thousand citizens. She would have punished the criminals at an expense of £300,000; the citizens that we have given her have not cost a tenth part of that sum. So that, sinking higher considerations—the value of immortal souls, the claims of brotherhood, the welfare and well-doing of our fellow creatures—confining our attention to the low ground of economy, regarding the whole affair as one of pounds, shillings and pence,—I think that Government is bound to deal with ragged schools in a spirit, not indeed of wasteful profusion, but of the utmost liberality.”—(Transactions, &c., pp. 499, 500.) If this needed confirmation, we have it in *The Slicing Scale*—a remarkable work by Mr. McLevy, Deputy Chief of Police in Edinburgh—where it is stated in substance that, in consequence of these philanthropical measures, juvenile crime and vagrancy are fast disappearing from the city.

7. But I am far from proposing the establishment of ragged, or of any description of pauper schools in Upper Canada. Our whole school system is founded on the opposite principle—that of the mutual rights and obligations of the citizen and the State—not of the pauper and the donor. But I propose that our school system, which has not the vital power of religious zeal and benevolence to bring into the schools large numbers of the most needy and dangerous classes in cities and towns, shall be supplemented by developing and encouraging that religious spirit of benevolence and zeal which, under great disadvantages, has wrought out such beneficial results by the establishment and success of ragged schools, and which, in heathen lands, in connection with Christian Missions, has given large accessions of converted youth to Christendom itself.

8. I propose and provide in the accompanying draft of bill, that the congregation of any religious persuasion in any city or town, or any two or more congregations united, or any number of benevolent individuals, may establish one or more schools in such city or town;

and every school thus established, and the managers and teachers of which are subject to the obligations which apply to the managers and teachers of public schools, shall be entitled to aid from the school moneys of such city or town (not including moneys provided for the purchase of school sites and the erection of school houses and their appurtenances) according to the average number of pupils taught each half year as compared with the average number taught in public schools during the same period.

9. It will be seen by what is thus proposed, that the school system as established in the cities and towns remains intact and inviolate; that no class of persons is exempted from paying school rates; that no new corporations to levy school rates on any body are created; that the municipal corporations will be relieved from providing school accommodation for all the pupils of the schools which may be established under the provisions of the accompanying draft of bill; that the teachers employed in such schools must be as duly qualified as those in the public schools; that there is no interference with the polity or procedure of any religious persuasion; that voluntary effort in providing school accommodation, and success in teaching children the subjects of common school education by a duly qualified teacher, must precede a claim for any public aid, which is then given according to work done.

As a general rule, citizens will act as such; and it is not to be expected that those who are elected in their civil capacity to perform the duties of public trustees, will act the part of religious philanthropists to search out and collect vagrant children for secular instruction, much less to provide clothing for those that are naked, and perhaps food in some instances. But in a religious congregation active men will be selected, with the pastor, to establish and manage a school; active religious ladies will seek and bring neglected children to the school; a society or committee will be formed to provide clothing for those who need it; each religious persuasion will emulously and anxiously seek to provide both religious and secular instruction for its own poor; and if any other than poor children should attend such school, so much more elevating the influence will be upon the children of the poor, and so much more saving will there be to the municipality on the score of school accommodation. It is also proposed equally to recognize the efforts of any association of benevolent individuals who may unite to promote these objects.

Thus, in addition to the apparatus of the present school system, will be developed those religious influences and exertions to which moral ameliorations, whether in prisons or in the lanes of poverty and crime, are wholly due; and without which there is no hope for the criminal, the vagrant, or the pauper. Under the operation of such influences and exertions, I have no doubt that a considerable expense will soon be saved to cities and towns in regard to school taxation, and a much larger expense in regard to the arrest, imprisonment and punishment of criminals; many youths and families will be rescued from crime and wretchedness, and made useful members of society; and more will be done to improve the morals and education of the now neglected and vicious classes in cities and towns, than by any compulsory measures whatever; while the character of the common schools themselves may be improved.

I know of but one objection which can be urged against the measure proposed, and that is the bald and graceless one against what is called "sectarian instruction." In reply, I may ask, what religious instruction is there which is not given by some "sect" or denomination, and therefore "Sectarian" according to the objector? The objection therefore is against all religious instruction, and can only be entertained by two kinds of individuals, (for there can hardly be classes of such monsters,) the one infidel, who objects to all religious instruction in itself; the other the shrivelled bigot, who objects to all religious instruction sooner than any should be given by any other party than his own. With the sentiments of neither of these characters, can there be any sympathy in the mind of an enlightened statesman or philanthropist.

The class of youth and families referred to in this memorandum never have been, and never can be reformed and elevated, except by assiduous religious instruction, and the voluntary sympathetic exertions of Christian piety and benevolence; and these we cannot expect except in connection with schools in which religious instruction and exercises constitute a predominant element in the daily life of the system. At a benevolent school meeting the 19th of last November, the Right Honorable B. Disraeli well said—"The most powerful principle which governs man is the religious principle. It is eternal and indestructible, for it takes its origin in the human intelligence, which will never be content till it penetrates the origin of things, and ascertains its relations to the Creator—a knowledge which all here present know that, unaided and alone, the human intelligence can never attain." On a similar occasion, and on the 21st of the same month, the Right Honorable W. E. Gladstone observed, with equal truth and beauty—"As the sap rises from the ground in the vegetable world, so it is in the

structure of human society. With a stagnant lower class, no community can be well, no country can be powerful or secure."

Department of Public Instruction for Upper Canada,
Toronto, March, 1862.

DRAFT OF THE BILL REFERRED TO IN THE FOREGOING MEMORANDUM.

An Act for the Further Promotion of Education in the Cities and Towns of Upper Canada.

1. Whereas there are large numbers of children of school age not attending any school in the cities and towns of Upper Canada, notwithstanding the schools in several of the said cities and towns are free; and whereas it is the duty of the Legislature to employ all practicable means to prevent such children from growing up in ignorance and vice, by imparting to them the advantages of a sound Christian education; and whereas it is desirable to exhaust all the agencies and influences of voluntary exertion and religious benevolence before resorting to measures of coercion in order to promote the education of the most needy and neglected, as well as of other classes of the population of such cities and towns:

2. Be it enacted, &c., that it shall be lawful for any benevolent association, society, or congregation of any religious persuasion, or any two or more such congregations to unite, in any city or town, to establish one or more schools in such city or town in Upper Canada; and any premises and houses acquired by such association, society, congregation, or congregations, for the purposes of this act, shall be held in the same manner as are premises and places for the ordinary purposes of such association or society, or as are premises and places for public worship acquired and held by such congregation or congregations.

3. Every such association, society, congregation, or two or more congregations united, establishing a school or schools, shall notify the same to the Chief Superintendent of Education and to the clerk of their municipality, on or before the first day of January, or the first day of July, next after their establishment, and shall, according to their usual mode of appointing their association, society or church officers, appoint, annually, three persons for the management of each such school.

4. The managers of each school established under the provisions of this act shall, on or before the thirtieth day of June and the thirty-first day of December of each year, transmit to the Chief Superintendent of Education for Upper Canada, according to a form prepared by him, a correct statement of the number of pupils attending such school, together with their average attendance during the six next preceding months, or during the number of months which may have elapsed since the establishment thereof, and the number of months it shall have been so kept open; and the Chief Superintendent shall thereupon determine the proportion which the managers of such school shall be entitled to receive of the school moneys aforesaid, and shall pay over the amount apportioned from the Legislative School Grant to the managers of such school, and shall notify the Chamberlain or Treasurer of the city or town in which such school is situated of the proportion payable to it from school moneys provided by local assessment; whereupon such Chamberlain or Treasurer shall, upon receiving such notification, pay said proportion to the managers of such school or schools established under the provisions of this act.

5. Every such school established under the provisions of this act shall be entitled to assistance towards its support from the common school moneys of the city or town in which it is established, (not including school fees or moneys provided for the purchase of public school sites, or the erection of public school buildings, and their appurtenances), according to the average attendance of pupils during each half-year, as compared with the half-yearly average attendance of pupils at the common schools of such city or town.

6. The managers and teachers of every school established under the provisions of this Act, shall be subject to all the regulations and obligations which apply to trustees and teachers of common schools in cities and towns, shall keep a school register, and make half-yearly returns and annual reports in the form and manner and at the times prescribed in regard to common schools; and shall be subject to the same penalties, to be collected in the same way, in case of false returns, as are imposed by law upon trustees and teachers of common schools.

7. Any moneys which may be paid out of the Legislative School Grant under the provisions of this Act, shall be expended in the payment of the salaries of teachers and for no other purpose, and the schools, with their registers, established by the authority of this Act shall be subject to such inspection as may be directed from time to time by the Department of Public Instruction for Upper Canada.

2. MEMORANDUM, WITH ACCOMPANYING DRAFT OF BILL TO RESTORE CERTAIN RIGHTS TO THE PARTIES THEREIN MENTIONED IN RESPECT TO SEPARATE SCHOOLS.

No new principle is introduced into this Draft of Bill, nor does it contain any provision (except those of the last section) which was not embraced in the Common School Acts of 1850 and 1853. The framers of the Roman Catholic School Act of 1855 aimed to assimilate the Separate School Law of Upper Canada, with the Dissentient School Law of Lower Canada, but they were ignorant of the effect of some of the provisions of their Act arising from the municipal system of Upper Canada, in connection with School sections, Assessments, &c.

The provisions of the accompanying Draft of Bill only restore to the parties concerned rights of which they were deprived by the Roman Catholic Separate School Act of 1855.

I will now advert to the specific provisions of the accompanying Draft of Bill.

1. The supporters of a separate school cannot establish a separate school in an incorporated village, nor in a town as such, though they may establish a separate school in any school section or any village not incorporated, and in any ward of a town. Such anomalies and absurdities should, of course be corrected as the first clause of the Bill proposes.

2. Since 1856 the managers of dissentient schools in Lower Canada have not been required to make their returns and reports on oath; nor is there any reason why the trustees of separate schools in Upper Canada should be required to do so, especially as the penalties are the same for making a false return or report, whether made on oath or not, as the ordinary trustees are not required to make their reports or returns on oath, and separate school trustees were not required to do so before 1855. The second clause of the Bill provides to abolish this invidious and needless anomaly.

3. Two or more common school sections can be united into one; nor is there any just reason why separate school sections should not be allowed to do the same as is provided by the third clause of the Bill.

4. The requiring each individual supporter of the Separate School to go and notify the Clerk of the Municipality annually, imposes a needless trouble and burden, after the first such notice; and when the school is once organized, the annual notice of the names and residences of the supporters of the separate school is quite sufficient, as the only object of such notice is to give the Municipal Council such authentic information as to the parties and properties to be exempted from common school taxes, and as the trustees are liable to a penalty if they insert any name in their notice without the authority of the bearer of it.

5. The fifth section has been prepared with the consent of the heads of the parties concerned, upon the principle that schools

thus receiving public aid upon definite and periodical returns, should be subject to such examination from time to time as may enable the Department paying the money to ascertain whether the conditions of its payment have been fulfilled.

(Signed) E. RYERSON.

Department of Public Instruction
for Upper Canada,
Toronto, March, 1862.

DRAFT OF BILL REFERRED TO IN THE FOREGOING MEMORANDUM.

An Act to restore certain Rights to the parties therein mentioned in respect to Separate Schools.

Whereas it is expedient to restore to the parties therein mentioned certain rights of which they were deprived by the Act 22 Victoria, chapter 65, of the Consolidated Statutes of Upper Canada: Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

1. The words "any incorporated Village or Town," shall be inserted between the words "within" and "any" in the third line of the eighteenth clause of said Act.

2. So much of the thirty-fourth section of said Act, as requires Trustees to make their returns or reports under oath is hereby repealed.

3. It shall be lawful for the majority of the rate-paying supporters of the Separate School, in each school section (in two or more School sections,) whether in the same or adjoining municipalities, at Public Meetings duly called by the Separate School Trustees of each such section, to form such sections into a Separate School Union Section, of which union of sections the Trustees shall give notice within fifteen days to the Clerk or Clerks of the Municipality or Municipalities, and to the Chief Superintendent of Education, and each such Separate School Union Section thus formed shall be deemed one School Section for all Roman Catholic Separate School purposes.

4. The twenty-ninth section of said Act, 22 Victoria chapter 65, shall be amended as follows:

After the first notice required to be given to the clerk of the municipality by the supporters of a separate school section, each subsequent annual notice required by law to be given, of the names and residences of the supporters of a separate school in any rural school section, city, town or incorporated village, shall be given in writing by the trustees or such separate school; but subject, in case of incorrect returns, to the penalties imposed by law on school trustees in case of other false returns."

5. The Roman Catholic separate schools (with their registers) shall be subject to such inspection as may be directed from time to time by the Department of Public Instruction for Upper Canada.

3. BILLS RELATING TO ROMAN CATHOLIC SEPARATE SCHOOLS IN UPPER CANADA.*

No. 1.

An Act to amend "An Act respecting Separate Schools" in Upper Canada, in so far as the same relates to Roman Catholic Separate Schools.

[Bill No. 2 of the Session of 1862, as originally introduced into the Legislature by R. W. Scott, Esq., M. P. P. for the City of Ottawa.]

Her Majesty, &c., enacts as follows:—

1. Sections eighteen to thirty-six, both inclusive, of chapter sixty-five of the Consolidated Statutes for Upper Canada, intitled "An Act respecting Separate Schools," are hereby repealed, and the following shall be substituted in lieu thereof, and be deemed to form part of the said Act.

Five heads of families may call meeting.

2. Any number of persons, not less than five, being heads of families, and freeholders or householders, resident within any school section of any township, village or town, or within any ward of any city or town, and being Roman Catholics, may convene a public meeting of persons desiring to establish a Separate School for Roman Catholics, in such school section or ward, for the election of trustees for the management of the same."

No. 2.

An Act to amend "An Act respecting Separate Schools" in Upper Canada, in so far as the same relates to Roman Catholic Separate Schools.

[Reprinted and amended by Select Committee, to which it was referred, consisting of the Hon. Attorney General Macdonald, Hon. M. H. Foley; Messrs. R. W. Scott, J. Crawford, H. W. McCann, R. Bell, (Russell) W. Anderson, Jr., and Dr. Bown.]

Her Majesty, &c., enacts as follows:—

1. Sections eighteen to thirty-six, both inclusive, of chapter sixty-five of the Consolidated Statutes for Upper Canada, intitled, "An Act respecting Separate Schools," are hereby repealed, and the following shall be substituted in lieu thereof, and be deemed to form a part of the said Act.

Five heads of families may call meeting.

2. Any number of persons, not less than five, being heads of families, and freeholders or householders, resident within any school section of any township, [incorporated] village or town, or within any ward of any city or town, and being Roman Catholics, may convene a public meeting of persons desiring to establish a Separate School for Roman Catholics, in such school section or ward, for the election of trustees for the management of the same.

No. 3.

An Act to amend "An Act respecting Separate Schools" in Upper Canada, in so far as the same relates to Roman Catholic Separate Schools.

[Reprinted with the amendments agreed to between the Mover of the Bill and the Chief Superintendent of Education for Upper Canada, and accepted as a settlement of the question by the authorities of the Roman Catholic Church.]

Her Majesty, &c., enacts as follows:—

1. Sections eighteen to thirty-six, both inclusive, of chapter sixty-five of the Consolidated Statutes for Upper Canada, intitled "An Act respecting Separate Schools," are hereby repealed, and the following shall be substituted in lieu thereof, and be deemed to form part of the said Act.

Five heads of families may call meeting.

2. Any number of persons, not less than five, being heads of families, and freeholders or householders, resident within any school section of any township, incorporated village or town, or within any ward of any city or town, and being Roman Catholics, may convene a public meeting of persons desiring to establish a Separate School for Roman Catholics, in such school section or ward, for the election of trustees for the management of the same.

* The chief verbal alterations made in the sections of each amended Bill are inserted in brackets.

Election of Trustees.

3. A majority of the persons present, being freeholders or householders, and being Roman Catholics, may, at any such meeting, elect three persons, resident within such section or adjoining section to act as trustees for the management of such Separate School, and any person, being a British subject, may be elected as a trustee whether he be a freeholder or householder or not.

Written notice to certain officer.—Trustees' corporate name.

4. Notice of the holding of such meeting, and of such election of trustees, shall be given by one of the trustees so elected, to the Reeve or head of the municipality, or to the chairman of the Board of common school trustees, in the township, village, town or city in which such school is about to be established, designating by their names, professions, and residences, the persons elected in the manner aforesaid, as trustees for the management thereof, and every such notice shall be delivered to the proper officer by one of the trustees so elected, and it shall be the duty of the officer receiving the same to endorse thereon the date of the receipt thereof, and from the day of such delivery the trustees therein named shall be a body corporate under the name of "The Trustees of the Roman Catholic Separate School for the Section number _____, in the Township of _____, or for the Ward of _____ in the city or town (as the case may be) or for the village of _____ in the County of _____."

Unions of Wards and sections, how formed.

5. Where such notice has been given of the election of trustees in more than one ward of any city or town, or in more than one school section in any municipality or municipalities, adjoining or contiguous to each other, the trustees thereof may, if they think fit, form a union for the establishment of Separate Schools in such parts of the said cities or town or in such section of the municipality or municipalities as they think fit; and from the day on which the notice announcing such union shall be published in any public newspaper, issued in such city, town, village or municipality, or in the city, town, village or municipality nearest thereto, the trustees of the several wards in such city or town, and the trustees of such sections in any municipality or municipalities, shall form a body corporate under the title of "The Board of Trustees of the Roman Catholic United Separate Schools, for the city (or town) of _____;" or "The Board of Trustees of the Roman Catholic United Separate Schools for the united sections numbers _____ (as the case may be), in the township or townships of _____, and village or villages of _____, in the county or counties of _____, (as the case may be.)"

Election of Trustees.

3. A majority of the persons present, being freeholders or householders, and being Roman Catholics, [and not candidates for election as trustees] may, at any such meeting, elect three persons resident within such section or adjoining section to act as trustees for the management of such Separate School, and any person, being a British subject, [not less than 21 years of age,] may be elected as a trustee, whether he be a freeholder or householder, or not.

Written notice to certain officer.—Trustees' corporate name.

4. Notice [in writing that] such meeting has been held and of such election of trustees, shall be given by one of the trustees so elected, to the Reeve or head of the municipality, or to the chairman of the Board of Common School Trustees, in the township, village, [incorporated] town or city in which such school is about to be established, designating by their names, professions, and residences, the persons elected in the manner aforesaid, as trustees for the management thereof, and every such notice shall be delivered to the proper officer by one of the trustees so elected, and it shall be the duty of the officer receiving the same to endorse thereon the date of the receipt thereof, [and to deliver a copy of the same so endorsed and duly certified by him to such trustee,] and from the day of the delivery [and receipt of every such notice, or in the event of neglect or refusal of such officer to deliver a copy so endorsed and certified, then from the day of the delivery of such notice,] the trustees therein named shall be a body corporate, under the name of "The Trustees of the Roman Catholic Separate School for the section number _____, in the township of _____, or for the ward of _____, _____ in the city or town (as the case may be) or for the village of _____, in the county of _____."

Unions of Wards and sections, how formed.

5. Where such notice has been given of the election of trustees in more than one ward of any city or town, or in more than one school section in any municipality or municipalities, adjoining or contiguous to each other, the trustees thereof may, if they think fit, form a union for the establishment of Separate Schools in such parts of the said cities or towns, or in such sections [contiguous to each other] of the municipality or municipalities as they think fit; and from the day on which the notice announcing such union shall be published in any public newspaper, issued in such city, town, village or municipality, or in the city, town, village or municipality nearest thereto, the trustees of the several wards in such city or town, and the trustees of such sections in any municipality or municipalities shall [respectively] form a body corporate, under the title of "The Board of Trustees of the Roman Catholic United Separate Schools for the city or town of _____;" or "The Board of Trustees of the Roman Catholic United Separate Schools for the united sections numbers _____ (as the case may be), in the township or townships of _____, and village or villages of _____, in the county or counties of _____, (as the case may be.)"

Election of Trustees.

3. A majority of the persons present, being freeholders or householders, and being Roman Catholics, and not candidates for election as trustees may, at any such meeting, elect three persons resident within such section or adjoining section to act as trustees for the management of such Separate School, and any person, being a British subject, not less than 21 years of age, may be elected as trustee whether he be a freeholder or householder, or not.

Written notice to certain officer.—Trustees' corporate name.

4. Notice in writing that such meeting has been held and of such election of trustees, shall be given by [the parties present at such meeting] to the Reeve or head of the municipality, or to the chairman of the Board of Common School Trustees, in the township, [incorporated] village, town, or city in which such school is about to be established, designating by their names, professions, and residences, the persons elected in the manner aforesaid, as trustees for the management thereof, and every such notice shall be delivered to the proper officer by one of the trustees so elected, and it shall be the duty of the officer receiving the same to endorse thereon the date of the receipt thereof, and to deliver a copy of the same so endorsed and duly certified by him to such trustee, and from the day of the delivery and receipt of every such notice, or in the event of the neglect or refusal of such officer to deliver a copy so endorsed and certified, then from the day of the delivery of such notice, the trustees therein named shall be a body corporate, under the name of "The Trustees of the Roman Catholic Separate School for the Section number _____, in the township of _____, or for the Ward of _____, _____ in the city or town (as the case may be) or for the village of _____ in the county of _____."

Union of Wards, how formed.

5. [When such Separate Schools are established] in more than one ward of any city or town, the trustees of such Separate School may, if they think fit, form a union of such schools, and from the day of the notice in any public newspaper published in such city or town, announcing such union, the trustees of the several wards shall together form a body corporate, under the title of the Board of Trustees of "The Roman Catholic United Separate Schools for the city (or town) of _____ in the county of _____."

Union of Sections how formed.

6. [2] It shall be lawful [for the majority of the rate-paying supporters] of the Separate School, in each school section, whether in the same or adjoining municipalities, [at public meetings duly called by the Separate School Trustees of each such section,] to form such sections into a Separate School Union Section, [of which union of sections the trustees shall give notice within fifteen days to the clerk or clerks of the municipality or municipalities, and to the Chief Superintendent of Education, and each such Separate School Union Section thus formed, shall be deemed one school section for all Roman Catholic Separate School purposes, and shall every year thereafter be represented by three trustees, to be elected as in Common School Sections.]

School Section Corporations formed.

7. [3] And the said trustees shall form a body corporate, under the title of "The Board of Trustees of the Roman Catholic

Powers of Trustees of Separate Schools.

6. The trustees of each Separate School forming a body corporate under this Act, shall have the same power to impose, levy and collect school rates or subscriptions, upon and from persons sending children to, or subscribing towards the support of such schools, and all other powers in respect of Separate Schools, as the trustees of common schools have and possess under the provisions of the Act relating to common schools.

Rules and Penalties.

7. The trustees of such Separate School shall perform the same duties and shall be subject to the same penalties as trustees of common schools; and teachers of Separate schools shall be liable to the same penalties as teachers of common schools.

Election and term of office of Trustees.

8. The trustees of such Separate Schools shall remain in office until the second Wednesday of the month of January next following their election, on which day in every year a meeting shall be held in each such section or ward, commencing at the hour of ten of the clock in the forenoon for the election of three trustees for Separate Schools theretofore established; but no trustees shall be re-elected at any such meeting without his consent, unless after the expiration of four years from the time he went out of office: Provided always that whenever in any city, or town divided into wards, a united board now exists, or shall be hereafter established, two trustees only for each ward shall be elected to represent such ward at the united board of trustees, at the then next and all such subsequent election of school trustees, on the second Wednesday in January.

Children from other School Sections.

9. The trustees of such Separate Schools shall allow children from other school sections, whose parents or lawful guardians are Roman Catholics, to be received into any Separate School under their management,

Powers of Trustees of Separate Schools.

6. The trustees of such Separate Schools forming a body corporate under this Act, shall have the power to impose, levy and collect school rates or subscriptions, upon and from persons sending children to, or subscribing towards the support of such schools, and shall have all the powers in respect of Separate Schools, as the trustees of Common Schools have and possess under the provisions of the Act relating to Common Schools.

Access to Roll to be free to Trustees (new section.)

7. The clerk or other officer of a municipality within or adjoining which a Separate School is established, having possession of the assessor's or collector's roll of the said municipality shall allow any one of the said trustees or their authorised collector to make a copy of such roll in so far as it relates to the persons supporting the Separate School under their charge.

Declaration of office by Trustees (A new section.)

8. The trustees of such Separate School shall take and subscribe the following declaration before any Justice of the Peace, Reeve or Chairman of the Board of Common Schools: "I, —, will truly and faithfully, to the best of my judgment and ability, discharge the duties of the office of school trustee to which I have been elected, and shall perform the same duties and shall be subject to the same penalties as trustees of Common Schools."—and teachers of Separate Schools shall be liable to the same penalties as teachers of Common Schools.

Election and term of office of Trustees.

9. The trustees of such Separate Schools shall remain in office until the second Wednesday of the month of January next following their election, on which day in every year a meeting shall be held in every such section or ward, commencing at the hour of ten of the clock in the forenoon, for the election of trustees for Separate Schools theretofore established; but no trustee shall be re-elected at any such meeting without his consent, unless after the expiration of four years from the time he went out of office: provided always, that whenever in any city, or town divided into wards, a united board now exists, or shall be hereafter established, there shall be for every ward two trustees, each of whom, after the first election of trustees, shall continue in office two years and until his successor has been elected, and one of such trustees shall retire on the second Wednesday in January, yearly in rotation.]

(A new section) Trustees hold office same as Common School Trustees.

10. After the establishment of any Separate School, the trustees thereof shall hold office for the same period, and be elected at the same time in each year that the trustees of common schools are, and all the provisions of the Common School Act relating to the mode and time of election, term of office, and manner of filling up vacancies, shall be deemed and held to apply to this Act.

Children from other School Sections.

11. The trustees of such Separate Schools [may] allow children from other school sections, whose parents or lawful guardians are Roman Catholics, to be received into any Separate School under their management,

United Separate Schools for the united Sections Nos. — (as the case may be,) in the — (as the case may be.)

Powers of Trustees of Separate Schools.

[8] 6. The trustees of such Separate Schools forming a body corporate under this Act, shall have the power to impose, levy and collect school rates or subscriptions, upon and from persons sending children to, or subscribing towards the support of such schools, and shall have all the powers in respect of Separate Schools, that the trustees of Common Schools have and possess under the provisions of the Act relating to Common Schools.

Access to Roll to be free to Trustees (new section.)

[9] 7. The clerk or other officer of a municipality within or adjoining which a separate School is established, having possession of the assessor's or collector's roll of the said municipality shall allow any one of the said trustees or their authorised collector to make a copy of such roll in so far as it relates to the persons supporting the Separate School under their charge.

Declaration of office by Trustees.

[10] 8. The trustees of such Separate School shall take and subscribe the following declaration before any Justice of the Peace, Reeve or Chairman of the Board of Common Schools: "I, —, will truly and faithfully, to the best of my judgment and ability, discharge the duties of the office of school trustee to which I have been elected, and shall perform the same duties and shall be subject to the same penalties as trustees of Common Schools."—and teachers of Separate Schools shall be liable to the same [obligations and] penalties as teachers of Common Schools.

Election and term of office of Trustees.

[11] 9. The trustees of such Separate Schools shall remain in office until the second Wednesday of the month of January next following their election, on which day in every year a meeting shall be held in every such section or ward, commencing at the hour of ten of the clock in the forenoon for the election of trustees for Separate Schools theretofore established; but no trustee shall be re-elected at any such meeting without his consent, unless after the expiration of four years from the time he went out of office: provided always, that whenever in any city, or town divided into wards, a united board now exists, or shall be hereafter established, there shall be for every ward two trustees, each of whom, after the first election of trustees, shall continue in office two years and until his successor has been elected, and one of such trustees shall retire on the second Wednesday in January, yearly in rotation.

Trustees hold office same as Common School Trustees.

[12] 10. After the establishment of any Separate School the trustees thereof shall hold office for the same period and be elected at the same time in each year that the trustees of Common Schools are, and all the provisions of the Common School Act relating to the mode and time of election, term of office and manner of filling up vacancies, shall be deemed and held to apply to this Act.

Children from other School Sections.

[13] 11. The trustees of such Separate Schools may allow children from other school sections, whose parents or lawful guardians are Roman Catholics, to be received into any Separate School under their manage-

at the request of such parents or guardians; and no children attending such school shall be included in the return, hereafter required to be made to the Chief Superintendent of Education, unless they are Roman Catholics.

Certificates to Teachers.

10. A majority of the trustees of such Separate Schools in any city, town, township or village, or of the board of trustees forming a union under this Act, shall have power to grant certificates of qualification to teachers of Separate Schools under their management, and to dispose of all school funds of every description coming into their hands for school purposes.

Exemption from Common School Rates.

11. Every person paying rates, whether as proprietor or tenant, who, by himself or his agent, on or before the first day of March in any year, gives, or who on or before the first day of March of the present year, has given, to the clerk of the municipality, notice that he is a Roman Catholic, and a supporter of a Separate School situated in the said municipality contiguous thereto, shall be exempted from the payment of all rates imposed for the support of common schools, and of common school libraries, or for the purchase of land or erection of buildings for common school purposes, within the municipality, for the then current year, and every subsequent year thereafter, while he continues a supporter of a Separate School.—And such notice shall not be required to be renewed annually; and it shall be the duty of the trustees of every Separate School to transmit to the clerk of the municipality or clerks of municipalities (as the case may be) on or before the first day of June in each year, a correct list of the names of all persons supporting the Separate Schools under their management."

Certificate of Clerk.

12. Every clerk of a municipality, upon receiving any such notice, shall deliver a certificate to the person giving such notice, to the effect that the same has been given, and shewing the date of such notice.

Fraudulent Notice.

13. Any person who fraudulently gives any such notice, or wilfully makes any false statement therein, shall not thereby secure any exemption from rates, and shall be liable to a penalty of forty dollars, recoverable with costs, before any Justice of the Peace at the suit of the municipality interested.

Exceptions as to Present Rates.

14. Nothing in the last three preceding

at the request of such parents or guardians; and no children attending such school shall be included in the return, hereafter required to be made to the Chief Superintendent of Education, unless they are Roman Catholics.

Powers of Trustees.

12. A majority of the trustees of such Separate Schools in any city, town, township, or incorporated village, or of the Board of Trustees forming a union under this Act, shall have power to dispose of all school funds of every description coming into their hands for school purposes.

Certificates to teachers. (A new section.)

13. It shall be the duty of the Council of Public Instruction for Upper Canada, from time to time, to name such persons as they think fit in the respective cities and counties in Upper Canada, to grant certificates of qualification to teachers of Separate Schools, and no one shall be employed as a teacher unless he first obtains such certificate.

Exemption from Common School Rates.

14. Every person paying rates, whether as proprietor or tenant, who, by himself or his agent, on or before the first day of March in any year, gives, or who, on or before the first day of March of the present year, has given to the clerk of the municipality, notice [in writing] that he is a Roman Catholic, and a supporter of a Separate School situated in the said municipality, or in a municipality contiguous thereto, shall be exempted from the payment of all rates imposed for the support of Common Schools, and Common School Libraries, or for the purchase of land or erection of buildings for Common School purposes, within the municipality, for the then current year, and every subsequent year thereafter, while he continues a supporter of a Separate School. And such notice shall not be required annually; and it shall be the duty of the trustees of every Separate School to transmit to the clerk of the municipality or clerks of municipalities (as the case may be) on or before the first day of June in each year, a correct list of the names of all persons supporting the Separate Schools under their management, [and every rate-payer whose name shall not appear on such list, shall be rated for the support of Common Schools.]

Certificate of Clerk.

15. Every clerk of a municipality, upon receiving any such notice, shall deliver a certificate to the person giving such notice, to the effect that the same has been given, and shewing the date of such notice.

Fraudulent notice.

16. Any person who fraudulently gives any such notice, or wilfully makes any false statement therein, shall not thereby secure any exemption from rates, and shall be liable to a penalty of forty dollars, recoverable with costs, before any Justice of the Peace at the suit of the municipality interested.

Exceptions as to present rates.

17. Nothing in the last three pre-

ment, at the request of such parents or guardians; and no children attending such school shall be included in the return, hereafter required to be made to the Chief Superintendent of Education, unless they are Roman Catholics.

Certificates to Teachers.

(Section 10 of the original Bill restored.)

[14] 12. A majority of the trustees of such Separate Schools in any city, town, township, or incorporated village, or of the board of trustees forming a union under this Act, shall have power to [grant certificates of qualification to teachers of Separate Schools under their management, and to] dispose of all school funds of every description coming into their hands for school purposes.

Exemption from Common School Rates.

[15] 13. Every person paying rates, whether as proprietor or tenant, who, by himself or his agent, on or before the first day of March in any year, gives, or who, on or before the first day of March of the present year, has given to the clerk of the municipality, notice in writing that he is a Roman Catholic, and a supporter of a Separate School situated in the said municipality, or in a municipality contiguous thereto, shall be exempted from the payment of all rates imposed for the support of Common Schools, and of Common School Libraries, or for the purchase of land or erection of buildings for Common School purposes, within [the city, town, incorporated village, or section in which he resides] for the then current year, and every subsequent year thereafter, while he continues a supporter of a Separate School.—And such notice shall not be required [to be renewed] annually; and it shall be the duty of the trustees of every Separate School to transmit to the clerk of the municipality or clerks of the municipalities (as the case may be) on or before the first day of June in each year, a correct list of the names [and residences] of all persons supporting the Separate Schools under their management, and every rate-payer whose name shall not appear on such list, shall be rated for the support of Common Schools.

Certificate of Clerk.

[16] 14. Every clerk of a municipality, upon receiving any such notice, shall deliver a certificate to the person giving such notice, to the effect that the same has been given, and shewing the date of such notice.

Fraudulent Notice.

[17] 15. Any person who fraudulently gives any such notice, or wilfully makes any false statement therein, shall not thereby secure any exemption from rates, and shall be liable to a penalty of forty dollars, recoverable with costs, before any Justice of the Peace at the suit of the municipality interested.

Exceptions as to present rates.

[18] 16. Nothing in the last three pre-

sections contained shall exempt any person from paying any rate for the support of common schools or common school libraries, or for the erection of a school house or school houses, imposed before the establishment of such Separate School.

ceding sections contained, shall exempt any person from paying any rate for the support of Common Schools or Common School Libraries, or for the erection of a school house or school houses, imposed before the establishment of such Separate School.

*Withdrawal of R. C. Separate School supporters.
(A new Section.)*

18. Any Roman Catholic who may desire to withdraw his support from a Separate School, shall give notice in writing to the trustees of such school, [and also to the head of the municipality in which he resides,] before the second Wednesday in January in any year, otherwise he shall be deemed a supporter of such school: provided always, that any person who shall have withdrawn his support from any Roman Catholic Separate School shall not be exempted from paying any rate for the support of Separate Schools or Separate School Libraries, or for the erection of a Separate School House, imposed before the time of his withdrawing such support from the Separate School.

*Trustees must reside within three miles.
(A new Section.)*

19. No person shall be elected as a trustee of any Separate School unless he resides within three miles of the site or proposed site of the school house; nor shall any person be deemed a supporter of any Separate School unless he resides within three miles of the site or proposed site of the school house.

Separate Schools entitled to a share in Separate School Grant.

20. Every such Separate School shall be entitled to a share in the fund annually granted by the Legislature of this Province for the support of Common Schools, and shall be entitled also to a share in all other public grants, [investments] and allotments for Common School purposes now made or hereafter to be made by the Province or the municipal authorities, according to the average number of pupils attending such school during the twelve next preceding months, or during the number of months which may have elapsed from the establishment of a new Separate School, as compared with the whole average number of pupils attending school in the same city, town, village or township.

Restriction as to right to share in Grant.

21. But no such Separate School shall be entitled to a share in any such fund, unless the average number of pupils so attending the same be fifteen or more, (periods of epidemic or contagious diseases excepted.)

Separate Schools shall not share in local School assessment.

[22] 2. Nothing herein contained shall entitle any such separate school within any city, town, [incorporated] village or township, to any part or portion of school moneys arising or accruing from local assessment for Common School purposes within the city, town, village or township, or the county or union of counties within which the city, town, village or township is situate.

Half yearly returns to Superintendent.

[23] 22. The trustees of each Separate School shall, on or before the thirtieth day of June, and the thirty-first day of December of each year, transmit to the Chief Superintendent of Education for Upper Canada, a correct

ceding sections contained, shall exempt any person from paying any rate for the support of Common Schools or Common School Libraries, or for the erection of a school house or school houses, imposed before the establishment of such Separate School.

Withdrawal of R. C. Separate School supporters.

[19] 17. Any Roman Catholic who may desire to withdraw his support from a Separate School, shall give notice in writing to the trustees of such school, before the second Wednesday in January in any year, otherwise he shall be deemed a supporter of such school: provided always, that any person who shall have withdrawn his support from any Roman Catholic Separate School shall not be exempted from paying any rate for the support of Separate Schools or Separate School Libraries, or for the erection of a Separate School House, imposed before the time of his withdrawing such support from the Separate School.

Trustees must reside within three miles.

[20] 18. No person shall be elected as a trustee of any Separate School unless he resides within three miles of the site of the school house; nor shall any person be deemed a supporter of any Separate School unless he resides within three miles of the site of the school house.

Separate Schools entitled to a share in Separate School Grant.

[21] 19. Every such Separate School shall be entitled to a share in the fund annually granted by the Legislature of this Province for the support of Common Schools, and shall be entitled also to a share in all other public grants, investments and allotments for Common School purposes now made or hereafter to be made by the Province or the municipal authorities, according to the average number of pupils attending such school during the twelve next preceding months, or during the number of months which may have elapsed from the establishment of a new Separate School, as compared with the whole average number of pupils attending school in the same city, town, village, or township.

(Omitted.)

Separate Schools shall not share in local School assessment.

[22] 20. Nothing herein contained shall entitle any such Separate School within any city, town, incorporated village or township, to any part or portion of school moneys arising or accruing from local assessment for Common School purposes within the city, town, village or township, or the county or union of counties within which the city, town, village or township is situate.

Half yearly returns to Superintendent.

[23] 21. The trustees of each Separate School shall, on or before the thirtieth day of June, and the thirty-first day of December of each year, transmit to the Chief Superintendent of Education for Upper Canada,

Separate Schools entitled to a share of the Separate School Grant.

15. Every such Separate School shall be entitled to a share in the fund annually granted by the Legislature of this Province for the support of common schools, and shall be entitled also to a share in all other public grants and allotments for common school purposes made by the municipal authorities, according to the average number of pupils attending school during the twelve next preceding months, or during the number of months which may have elapsed from the establishment of a new Separate School, as compared with the whole average number of pupils attending school in the same city, town, village or township.

Restriction—Separate Schools not to share in local assessment.

16. But no such Separate School shall be entitled to a share in any such fund, unless the average number of pupils so attending the same be fifteen or more (periods of epidemic or contagious disease excepted.)

Nothing herein contained shall entitle any such Separate School within any city, town, village, or township, to any part or portion of school moneys arising or accruing from local assessment for common school purposes within the city, town, village, or township, or the county or union of counties within which the city, town, village or township is situate.

Half-yearly Returns to Superintendent.

17. The trustees of each Separate School shall, on or before the thirtieth day of June, and the thirty-first day of December of each year, transmit to the Chief Superintendent of Education for Upper Canada,

a correct return of the names of the children attending such school, together with the average attendance during the six next preceding months, or during the number of months which have elapsed since the establishment thereof, and the number of months it has been so kept open; and the Chief Superintendent shall, thereupon, determine the proportion which the trustees of such Separate School are entitled to receive out of the Legislative grant, and shall pay over the amount thereof to such trustees.

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Who shall be School Visitors (a new section.)

[24] 23. All Judges, Members of the Legislature, the heads of the municipal bodies in their respective localities, the Chief Superintendent and Local Superintendent of Common Schools, and Clergymen of the Roman Catholic Church, shall be visitors of Separate Schools.

Who shall be School Visitors.

[24] 22. All Judges, Members of the Legislature, the heads of the municipal bodies in their respective localities, the Chief Superintendent and Local Superintendent of Common Schools, and Clergymen of the Roman Catholic Church, shall be Visitors of Separate Schools.

When elections become void.

18. The election of trustees for any such Separate School, shall become void unless a Separate School be established under their management within two months from the election of such trustees.

When School election becomes void.

[25] 24. The election of trustees for any such Separate School shall become void unless a Separate School be established under their management within two months from the election of such trustees.

When School election becomes void.

[25] 23. The election of trustees for any such Separate School shall become void unless a Separate School be established under their management within two months from the election of such trustees.

Separatists not to Vote at Common School Meeting.

19. No person subscribing toward the support of a Separate School established as herein provided, either for Roman Catholics, Protestants, or colored people, or sending children thereto, shall be allowed to vote at the election of any trustee for a common school in the city, town, village or township in which such Separate School is situate.

Separate School supporters not to vote at Common School meeting.

[26] 25. No person subscribing towards the support of a Separate School established as herein provided, either for Roman Catholics, Protestants, or coloured people, or sending children thereto, shall be allowed to vote at the election of any trustee for a Common School in the city, town, village or township in which such Separate School is situate.

Separate School supporters not to vote at Common School meeting.

[26] 24. No person subscribing towards the support of a Separate School established as herein provided, or sending children thereto, shall be allowed to vote at the election of any trustee for a Common School in the city, town, village or township in which such Separate School is situate.

R. C. Clergymen ex-officio Trustees.

20. Roman Catholic clergymen, who are either incumbents, or have pastoral charge in missions, parishes, or other pastoral divisions, shall be, respectively, members ex-officio of the Board of trustees of Roman Catholic Separate Schools, established within such missions, parishes or other pastoral divisions.

(Omitted.)

(Omitted.)

Common School Holidays and Vacations not to be observed.

21. The holidays and vacations prescribed by the Council of Public Instruction, for the observance of common schools, shall not be binding upon Roman Catholic Separate Schools; but the trustees of every such school, may prescribe the observance of such other holidays and vacations as they may see fit; provided always, that the number of school-days in any Roman Catholic Separate school, shall not exceed one hundred and twenty-nine days in the first half of every year, nor one hundred and sixteen days in the second half of the year.

Common School holidays and vacations not to be observed.

[27] 26. The holidays and vacations prescribed by the Council of Public Instruction, for the observance of Common Schools, shall not be binding upon Roman Catholic Separate Schools; but the trustees of every such school may prescribe the observance of such other holidays and vacations as they may see fit; provided always, that the number of school-days in any Roman Catholic Separate School shall not exceed one hundred and twenty-nine days in the first half of every year, nor one hundred and sixteen days in the second half of the year.

(Omitted.)

Rules of Management.

22. In all Roman Catholic Separate Schools, no rules shall be enforced for the government or management of such schools, and no books shall be introduced or prohibited without the approbation of the trustees of such Roman Catholic Separate Schools.

Common School Regulations not to be observed.

[28] 27. In all the Roman Catholic Separate Schools, no rules shall be enforced for the government or management of such schools, and no books shall be introduced or prohibited without the approbation of the trustees of such Roman Catholic Separate Schools.

(Omitted.)

Disagreements between Trustees and Superintendent; how settled.

[23.] 23. In the event of any disagreement between trustees of Roman Catholic Separate Schools, and Local Superintendents of common schools, or other municipal authorities, the case in dispute shall be referred to the equitable arbitrament of the Chief Superintendent of Education in Upper Canada; subject nevertheless to appeal to the Council of Public Instruction, whose award shall be final in all cases.

Disagreements between Trustees and Superintendent; how settled.

[29] 28. In the event of any disagreement between trustees of Roman Catholic Separate Schools, and Local Superintendents of Common Schools, or other municipal authorities, the case in dispute shall be referred to the equitable arbitrament of the Chief Superintendent of Education in Upper Canada; subject nevertheless to appeal to the Council of Public Instruction, whose award shall be final in all cases.

When this Act shall come into force.

(A new section.)

[31] 29. This Act shall come into force, and take effect, from and after the thirty-first day of December next.

Inspection and government of Separate Schools.
(A new section.)

[27] 25. The Roman Catholic Separate Schools (with their registers) shall be subject to such inspection as may be directed from time to time by the Chief Superintendent of Education, and shall be subject also to such regulations as may be imposed from time to time by the Council of Public Instruction for Upper Canada.

Disagreements between Trustees and Superintendent; how settled.

[28] 26. In the event of any disagreement between trustees of Roman Catholic Separate Schools, and Local Superintendents of Common Schools, or other municipal authorities, the case in dispute shall be referred to the equitable arbitrament of the Chief Superintendent of Education in Upper Canada; subject nevertheless to appeal to [the Governor in Council,] whose award shall be final in all cases.

When this Act shall come into force.

[29] 27. This Act shall come into force, and take effect, from and after the thirty-first day of December next. [But all contracts and engagements made, and rates imposed, and all corporations formed under the Separate School Law, hereby repealed, shall remain in force as if made under the authority of this Act.]

NO. 4.—AMENDMENTS TO BE PROPOSED BY THE HON. MR. HILLYARD CAMERON, TO MR. SCOTT'S BILL (NO. 2) IN RELATION TO SEPARATE SCHOOLS IN UPPER CANADA.

1. Add to clause 12 the word "only."
2. Strike out clause 18, and insert instead thereof: "It shall be the duty of the Council of Public Instruction for Upper Canada, from time to time to name such persons as they may think fit, in the respective cities and counties in Upper Canada, to grant certificates of qualification to Teachers of Separate Schools; and no one shall be employed as a Teacher of a Separate School unless and until he has obtained such certificate."
3. Strike out, in clause 14, the word "contiguous," and insert "adjoining;" and also after the word "thereto," in sixth line of the said clause, insert "and is resident within three miles of the school house of the Separate School of which he is a supporter."
4. Strike out, in clause 18, "for the support of Separate Schools, or Separate School Libraries, or."
5. Insert in clause 19, "of the school house."
6. Strike out, in clause 20, from the word "authorities," and insert: "Provided always, that the amount of the Legislative grant to any Separate School, in any one year, shall not exceed the aggregate amount contributed by rates, fees, or otherwise, by the supporters of such Separate School in the said year."
7. Strike out, in clause 26, the word "exceed," and insert "be less than."
8. Add the following clauses to the Bill:—
"This Act shall be extended to the Separate Schools of any denomination of Protestants, who shall desire within cities and towns to have Separate Schools, and shall have erected, or shall erect, school houses within such cities and towns, at the expense of any such denomination; which school houses shall be accepted by the Chief Superintendent of Education for Upper Canada as sufficient for school purposes for such denomination."
"With regard to Separate Schools of any Protestant denomination, the several clauses and provisions in this Act shall be read and construed as to such Protestant Schools, as if the word 'Protestant' were used in such clause and provision of the Act, wherever the words 'Roman Catholic' occur."

1. COMPULSORY EDUCATION OF CHILDREN.

I hold that the state has a right to compel parents to take advantage of the means of educating their children. If it can punish them for crime, it should have the power of preventing them from committing it, by giving them the habits and the education that are the surest safeguards.—*Hon. Josiah Quincy.*

2. THE MASSACHUSETTS COMMON SCHOOL ACT.

The following is the bill just passed in Massachusetts in reference to the reading of the Bible in Common Schools;

A Bill concerning Religious Services in Public Schools.

Be it enacted, &c.:

Sect. 1. The school committee shall require the daily reading of some portion of the Bible without written note or oral comment, in the public schools, but they shall require no scholar to read from any particular version, whose parent or guardian shall declare that he has conscientious scruples against allowing him to read therefrom, nor shall they ever direct any school books calculated to favour the tenets of any particular sect of Christians, to be purchased or used in any of the public schools.

3. TRUANCY IN THE BOSTON SCHOOLS.

Truancy has long been one of the most serious impediments with which educators have had to contend. Much has been said and written on the subject, but no successful plan for preventing it has ever been devised. The City of Boston, always in the lead in educational reforms, has recently taken the matter in hand with a determination to trace the evil to its true source, and then adopt effectual means for its removal. She has bearded the lion in his den, and is beginning to handle the juvenile offenders without gloves. Heretofore school officers and teachers have contented themselves with throwing a few tufts of grass; but finding that this "only made the young sance-box laugh," the people of Boston have resolved to try what virtue there is in more cogent appliances. In nearly all of the attempts heretofore made to correct this evil, the artful scholar, through misrepresentations and the false sympathies of parents, has triumphed.

Truancy when properly considered is a very grave offence, and is productive of more harm than is generally supposed. It works a serious injury to all parties—the parent, the child, the tax-payer, and the public. Yet, strange as it may seem, if coercive measures become necessary for its suppression, the parent will palliate it, and resist the proper authorities in any effort to correct it. A case recently occurred in our own State, in which the teacher, after remonstrating with both scholar and parent, and counselling with the school director, applied the rod; upon which the parent sued her, and, stranger still, the woodenheaded justice ruled against her, and fined her one dollar, on the ground that he found no clause in the school law authorising a teacher to whip a pupil!

The State provides schools for the children, in order that they may become intelligent and useful citizens. Hence arises the question—if the State has the right to tax the people for the education of the children, have not the people the right to demand that the children avail themselves of the means of instruction provided for them? As a nation we boast much of our intelligence, but on this point we are rather below the standard. While other

nations, to which we sometimes apply the term *despotic*, have decided this question in the affirmative—have assumed and exercised the right to establish schools at the public expense and to compel the children to attend them, we establish the schools, and then permit a few *rude scholars* and *sensitive parents* to manage them, greatly to the detriment of those who desire to have their children properly instructed. In this way the vitality of the school is destroyed, and a large portion of the public money is annually squandered. This engenders prejudice against the whole system, and furnishes a pretext for the opposition of its covert enemies. It is gratifying however to know that the present is an age of progress, and the energetic measures of the people of the Bay-State for securing the prompt and regular attendance of pupils, furnish abundant evidence that the public mind is advancing in this important branch of school government. While we concede that the time and services of the child rightfully belong to the parent, we believe that parents should not be permitted to appropriate for secular purposes the precious moments allotted for the education of their children, especially when the means of instruction have been provided by the State; nor should they be allowed to encourage truancy by needless indulgence.

The City of Boston has an admirable system of juvenile government, the best perhaps in the United States. The principle upon which it is founded is, that the city authorities are responsible for the government of the child while he is in the streets and public thoroughfares. If, for instance, boys engage in any riotous or improper conduct in the streets or public grounds, they are promptly arrested by the police and taken to a place of confinement, provided expressly for the purpose, where they remain until they are released upon the application of the parent or guardian. If they have no parent or guardian, they are turned over to the proper authorities and a home is provided for them. The prison (for such it really is, though not in the general acceptance of the term) is under the charge of the necessary wardens and matrons, and is elegantly fitted up and supplied with every convenience for the comfort of the children. So soon as the name and residence of the parent or guardian are known, he is notified of the arrest, and must appear in person, pay the necessary charges, and receive the child. If the parent really wishes to govern his child, this prompt co-operation of the city authorities enables him effectually to accomplish his purpose. If, on the other hand, he is indifferent about his government, then it is highly proper that the city should govern for him.

The following extract from the report of Hon. John D. Philbrick, Superintendent of the Public Schools of Boston, devoted exclusively to the subject of truancy or compulsory education, presents many interesting facts. It shows that much of the blame hitherto charged to the account of the pupil, really lies at the door of the parent. We shall quote copiously from this report, for the subject is one which demands the immediate and serious consideration of those who have charge of our public schools. In order that the reader may get a clear view of the subject, we propose to give the introduction in the present, and the conclusion in some future number. In introducing the subject the writer remarks:

"The object of this document is to furnish to the school officers, teachers, truant officers, and to the inhabitants of the city generally some account of the history and administration of the public acts, municipal ordinances, and school regulations, concerning truants and absentees from school.

It is not proposed to discuss at large the subject of attendance and non-attendance of children at school, in its various bearings, but to exhibit a view of what has been done, and the present mode of proceeding, in respect to compulsory education. The science of education is eminently experimental, its recognized principles and maxims having been deduced from the accumulated experience and observation of all ages. For its advancement, therefore, it is highly important to study the history of its progress, and to preserve faithful records of the experiments and efforts made for its promotion.

As the subject of compulsory education is one of much interest in its relations to the public welfare and to private rights, and since it is still but partially developed and perfected as an element of public instruction, it seems highly desirable that information respecting its progress from its beginning to this time, should be generally diffused to serve as a landmark and as an intelligent basis for future efforts.

The two essential elements of a system of universal popular education are:

1. Public provision for the support of schools for the education of all youth.
2. The instruction of all children in such schools, or by other means.

To secure universal education, it is not enough to provide schools at public expense; care must be taken that all children are taught in these schools, or elsewhere. It is a remarkable fact that both of

these fundamental principles of our American system of free schools, were adopted and embodied in legislative enactments, by the first settlers on the shores of New England. They held that it was the undoubted right and the bounden duty of government, to provide for the instruction of all youth; and, accordingly, by a law of the Colony of Massachusetts Bay, passed as early as 1647, it was provided that an elementary school should be maintained in every neighbourhood where there were children enough to constitute a school. By this memorable law, the support of schools was made compulsory and education free.

This was the first general school law of the Colony, and indeed the first enacted on this continent; but already "divers free schools were erected, as at Roxbury and at Boston," by the voluntary action of towns, confirmed by the General Court. Thus early was the vital principle of our system of free schools recognized and established by our ancestors.

Still earlier by five years, in 1642, provision had been made by a public act for the exclusion of "barbarism" from every family, by enjoining upon the municipal authorities the duty of seeing that every child within their respective jurisdictions, should be educated and bred up in some honest, lawful calling, by his parent or guardian. Our existing laws concerning truancy, and the attendance of children at school, so obviously point back to this act with its terms preamble, as their original model and pattern, that it seems fitting to introduce the main points of it here.

"Forasmuch as the good education of children is of singular behoof and benefit to any Commonwealth; and whereas many parents and masters are too indulgent and negligent of their duty in this kind:

"It is therefore ordered by this Court and the authority thereof, That the Selectmen of every town, in the several precincts and quarters where they dwell, shall have a vigilant eye over their brethren and neighbours, to see, first, that none of them shall suffer so much barbarism in any of their families, as not to endeavour to teach, by themselves or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue, and knowledge of the capital laws, upon penalty of twenty shillings for each neglect therein. . . . And further, that all parents and masters do breed and bring up their children and apprentices in some honest, lawful calling, labor, or employment, either in husbandry, or some other trade, profitable for themselves and the Commonwealth. If they will not nor cannot train them up in learning to fit for higher employments, and if any of the Selectmen, after admonition by them given to such masters of families, shall find them still negligent of their duty in the particulars aforementioned, whereby children and servants become rude, and unruly, the said Selectmen, with the help of the two magistrates, shall take such children or apprentices from them, and place them with some masters for years, boys till they become to twenty-one, and girls eighteen, years of age, complete, which will more strictly look unto and force them to submit unto government, according to the rules of this order, if by fair means and former instructions they will not be drawn unto it."

These early Colonial Statutes of 1642 and 1647, taken together, constitute a complete system of universal education, not only securing the means of instruction for all, by compelling the unwilling towns to set up schools, but by requiring all children, willing or unwilling, to be taught.

They embody the highest principles of political economy and of social well-being,—the prevention of ignorance and idleness, and the vice and crime which too often follow in their train. The infant State, with a population of only twenty thousand souls, furnishing an example for all States, during all time, admitted

"An obligation on her part, to teach
Them who are born to serve her and obey;
Binding herself by statute to secure,
For all the children whom her soil maintains
The rudiments of letters."

In the modern revival of education, the first efforts put forth by the friends of the cause, were directed mainly to the improvement of the means of instruction, in supplying better school houses, better teachers, and better text-books. As progress was made in this direction, it began to appear that many could not or would not avail themselves of the benefits and privileges which had been so liberally provided for them at the public expense. The Secretary of the Board of Education, in his Eighth Annual Report, after presenting a vivid picture of the evils resulting from the alarmingly low attendance in the common schools of the State, says, "Among our most patriotic and philanthropic citizens, the injury is becoming more and more frequent, whether a right to rear up children in a state of ignorance, with all its consequent degradation and dangers, is one of the inalienable rights of a republican?" In the Annual Report on the schools of this city, for the year 1845, it is stated that the schools were suffering severely from the inconstant attendance of the pupils, the absences each day being about one

fifth of the whole number, but nothing was said about the children in the streets who were non-attendants. Still it appeared that there was a large class of children who, by reason of their own perverseness, or the neglect or poverty of their parents, received little or no benefit from the instruction provided for them by the city. These children belonged, for the most part, to that description of persons which has been denominated "the dangerous and perishing classes," and, in 1846, compulsory measures began to be adopted to secure their education. In this important movement, which has resulted in so much good to the community, the lead was taken by Mayor Quincy, who, soon after coming into office, addressed some remarks on the subject to the School Committee, requesting their co-operation with the City Council, in applying a coercive remedy to this alarming evil. The School Committee, promptly complying with the request of the Mayor, referred the subject to a Special Committee, of which Professor Theophilus Parsons was chairman. This learned gentleman, in his Report on "Truancy," dated May 5, 1846, speaks of its evil consequences in the following language:

"The mischief caused by the habits of truancy, which prevail in many of our schools, can hardly be overrated. No valuable and permanent reform will ever be carried into full effect until this obstacle is removed. Children who absent themselves without cause for a portion of the time, do not merely lose the benefit of instruction, and of the power and habit of regular attention; but, while so absent, they are, for the most part, engaged in vicious and debasing pursuits, and when they return to school they bring with them an influence that is hostile to order, good conduct, and improvement, in a degree hardly to be believed by those who have not had the pain of witnessing the evil. In some of our schools, this mischief of truancy not only interferes greatly with the regular process of instruction, but exerts a demoralizing effect which can hardly be counteracted, and employs much of the time and energy of the master in preserving the discipline which it assails. Nor is it an evil which ends with the schools. If it did, our duty would still require of us to do whatever we can do for its suppression or diminution. But it is certain that, from the juvenile depravity of which the truancy of the school is both a sign and a cause, grows a large part of the suffering and crime of society. It is rare to find in our prisons those who were well cared for as children and trained in regular habits of useful industry. An active child can be kept out of evil only by giving him something good to do; and when idleness has thoroughly corrupted the earliest years of life, what can we expect from riper years, but a maturity of vice, greater as temptations become stronger and opportunities for crime are enlarged." He further says, "If the law, on the one hand, provides schools to which all the children of this city may go, on the other, it provides another institution to which certain children may be made to go. Here, then, are institutions for those who will and for those who will not be instructed; and under one or other of these classes all our children may be arranged."

He maintained that the existing laws were sufficient, if those intrusted with their execution would but do their duty. The statutes provided that "stubborn children" might be sent to the House of Correction, and also that any Justice of the courts, on application of the Mayor, or any of the Aldermen of the city, or of any director of the House of Industry, or House of Reformation, or of any Overseer of the Poor, shall have power to sentence to the House of Reformation "all children who live an idle and dissolute life, whose parents are dead, or if living, from drunkenness or other vices, neglect to provide any suitable employment or exercise any salutary control over said children," and also that any child committed to the House of Correction, may be transferred to the House of Reformation. Accordingly, the plan of operations proposed was, to ascertain through police officers what children had not entered their names at the schools, and were not kept from them by regular and proper employment or other good and reasonable cause, these not being technically truants, but absentees. The teachers were to give to the City Government, monthly, the names of all incorrigibly stubborn or habitually truant children who belonged to the schools, that is, those who were absent, more or less, though their names had been regularly entered upon the school registers. To aid in carrying this plan into execution the following orders, appended to the Report, were submitted for the consideration of the School Board:

1. Ordered,—That the several masters of the grammar and writing departments of the Grammar Schools report to the Mayor of the city, in the first weeks of May and December of each year, the names of the children belonging to each school.

2. Ordered,—That the several masters of the grammar and writing departments of the Grammar Schools report to the Mayor, on the first Monday of each month, beginning with June next, whether there be in the school under their care any children who are incorrigibly stubborn or habitually truant; and if so, their names; and their residences and the names of their parents when known.

3. Ordered,—That this and the two preceding orders, together with the 3d section of the "Act concerning Juvenile Offenders in the City of Boston," be printed in large letters and conspicuously posted in each Grammar School; and that the same be read to the assembled scholars by the masters, on the first Monday of each month.

These orders, slightly amended in the wording, were adopted in May, 1846, and became a part of the regulations of the public schools. In the revision of the regulations in 1848, the third order was omitted, the first and second remaining in force till 1851, when the first was repealed, and the words "beginning with June next" were struck from the second. In 1852, the meaning of this order was essentially modified by striking out the word "stubborn," and an unimportant change was made in its phraseology. It was again amended in 1855 by omitting the words "incorrigibly" and "on the first Monday of each month," and substituting "principal teachers" for "masters," and "truant officers" for the "Mayor." This regulation was once more modified in 1857, by dropping the word "principal" so that it might apply to all teachers, and adding after "officers" the words "of the district," meaning the truant district in which the school is located, since which time it has stood as follows: "Teachers having charge of pupils who are habitually truant, shall report their names, residences, and the names of their parents or guardians, to the truant officers of the District." The reasons for these changes will appear in the sequel."—*Iowa School Journal*.

4. A LONDON RAGGED SCHOOL.

A correspondent of the *Montreal Witness* having visited a London Ragged School thus gives an account of it, in a letter dated London, 2nd June:—"I had to-day an opportunity of inspecting the Field-Lane Ragged School. The building has a school room and night refuges both for males and females, and is never out of employment. By nine o'clock in the morning all those who have there found their night's shelter, are cleared out, with perhaps a crust in their hands. The Ragged School children then assemble for their morning exercises;—the same children being again assembled in the afternoon. In the evening there is a night-school for such as are at work all day. A good attendance in the day time is, say 300; and at night, say 200. These are merely rough guesses, as the numbers are exceedingly fluctuating. To-day, the school room seemed over-crowded with about a hundred and eighty. The smallness of the numbers was accounted for by the Epsom races, which had taken off a large number of the young Arabs;—on a market day the school is almost empty. Those who do not get to school in time are not admitted, so that everything is carried on very regularly. When I went in—about four o'clock to-day—I found all the school divided in the old-fashioned way, into classes, as in a Sunday-School. There was one school-master and female lieutenant—the teachers were boys chosen from among the others, about nine or ten years of age. My doubts as to the capability of these ragged urchins to do the task assigned to them were soon dispelled by the calling up of a class at the front, and giving them work to do aloud at the black-board. All the classes, I was told, had their turn of this. The one I saw was, I believe, the first class, and had some of the monitors mixed with it; yet, it was made up of small ragged boys, and the result was sufficiently wonderful. He who acted as monitor took the chalk at the black-board. The sum set down was in Proportion, involving compound rules. The class read it over together, aloud, keeping very good time. The monitor then went over the sum, putting each mental calculation separately to the class, who answered it in unison, with hardly a dissentient voice. The sum was gone through with remarkable rapidity, and came out correct, the figures on the board being beautifully formed. Questions were then asked upon it by the master, which were answered with similar unity and correctness. All the arithmetical tables were gone through aloud by the whole school at once. The interest was varied by the changes of position so much used among the infant schools in Britain—an admirable plan for either calling in the attention or relaxing the mind. At the close there were two songs, and then a hymn, after which all reverently closed their eyes, folded their hands, and followed their master in an extempore prayer, and they went away orderly, curtsying or bowing to the stranger as they passed out, except the monitors, who waited behind, put things to rights, and then sat down together till they should have leave to depart. Among these children there were some with parents in jail, others who wore but one garment, everything having been sold within a few days by a mother for drink. Signs of mature thought and care were written on faces nine years old, and others wore the sad marks of inherited disease. The majority, however, were beautiful and healthy, with bright, intelligent eyes, and happy faces. The master, who has been with them seven years, is one of those small, active, wiry men, all life, who best know how to manage the

young ideas,—at least so I might judge from having seen his double in one of the largest and most important *infant classes* in the city a few days before, in a situation remote from Field Lane. The peculiar advantages of the mode of teaching used here over many more respectable schools, and advantages they decidedly are, arise from absolute necessity. The children must be kept interested, or the school would not hold together, and efforts are made to this end. Their minds are not taxed for any great length of time, and they have periods of rest during school hours. What they do is of a character to make every one interested, and bodily exercise and singing are brought to the aid of the teacher. The same necessity for exertion to interest the scholars with the same appliances, where possible, would be doubtless equally successful.

Care is taken of the children as they come on in years, and efforts are made to get them into good situations. Of hundreds who have been picked out for the navy, the report has been universally favorable. In connection with the Ragged-School system is that of the brigaded shoe-blacks, which are societies for the saving of money in a common fund. To-day was a fine day and a Monday—both unfavourable circumstances in the shoe-black business—so that the returns of the Red Brigade, whose members I saw this evening after six o'clock returning from the day's labors to their office near Temple Bar, were much below the average, being about an average of 1s. 6d. each. They bring in sometimes as much as six and seven shillings. They bring all their money to a superintendent, who hands back sixpence as a regular allowance to each boy, as well as a third part of the remainder,—the other thirds being one appropriated to the society, and the other placed in the bank. A boy may, if he will, put the money returned to him in the Savings' Bank also, from which he can draw when in need. When the money is paid in, the red flannel tunics are taken off, and the regular clothes put on, and the boys go down stairs where they get coffee and meat for supper, and are expected to attend the Ragged-School, to which they belong, in the evening, as also on Sunday. The money is taken as it is handed in, reliance being placed in the boy's honesty in a manner likely to fit them for responsible positions afterwards. Yet strict vigilance is exercised to prevent this confidence from being misplaced. In addition to inspectors who go from station to station, seeing how the work is done and that the boys are diligent, there are men employed in cases of suspected dishonesty to count the number of shoes-cleaned during a day, and compare notes with the money returns. Thus an expensive machinery has to be kept up to preserve such fine order among them. If a boy is late in the morning he is fined in a penny or twopence, I am not sure which, and other delinquencies are similarly punished."

II. Papers on Practical Education.

1. STUDIES FOR SUMMER.

Many things can be taught better in summer than in winter, and it should be an object to teach things naturally. The teacher's plan ought to keep this principle in view. Thus Geography, Botany, and Geology are summer studies. Take your pupils into a field and try the object lesson plan, show them a peninsula, inland, cape, promontory, and an isthmus, and they will always remember the definition. Let them discover, and find the productions of a field, then of a farm, then a town, county, state. Let them take this natural course, even if there is no text-book to follow, and ask questions out of. After the children have exhausted all their knowledge, they will seize the books and newspapers readily enough. Let the children bring all kinds of plants to you, show them the distinction and varieties, orders and classes, and after weed and herb has been submitted to your gaze and briefly explained, then they will be prepared to hear and read of those in strange countries. Let them bring all of the different kinds of rocks and minerals; save a specimen of each kind, extemporize a cabinet, and build a play house of the refuse, then will you make every plant a lesson and each stone fence a volume which your children will study and learn profitable lessons from, never to be forgotten. There are other summer studies, but I cannot mention them now.—*Conn. Com. School Journal*.

III. Biographical Sketches.

No. 21.—WILLIAM BURNS LINDSAY, Esq.

Among our obituary notices of this morning, will be found that of the death of William Burns Lindsay, Esq., Clerk of the Legislative Assembly of Canada; and in our summary of the proceedings of the Legislative Assembly yesterday, we do imperfect justice to the eloquent tributes to his memory, pronounced by members on both sides of that House of which he was so old and faithful a ser-

vant. His whole life had been indeed spent in the service of the Legislature of his country.

Mr. Lindsay was born in this city, in 1796. His father, Mr. William Lindsay, was appointed Clerk of the House of Assembly of Lower Canada in 1808, and in that same year the subject of our notice entered the service of the House as a writer in his father's office. He was then employed only during the session, the amount of business before the Legislature being very different from what it now is; and soon after the establishment of the Bank of Montreal he became an officer of that institution, and eventually teller, obtaining leave of absence for the session, and attending then to his duties in the Assembly. In 1829, he was appointed Clerk of the House, in the place of his father, whose failing health compelled him to resign; and he then left the service of the Bank, in which he had earned and obtained the good will and esteem both of his employers and of their customers—the merchants of Quebec. Mr. Lindsay continued Clerk of the Assembly until the times of trouble and the suspension of the Constitution, in 1837. Upon the organization of the Special Council for the affairs of Lower Canada, he was appointed clerk of that body, and retained the office until the Council itself ceased to exist, by virtue of the proclamation uniting the two Provinces of Upper and Lower Canada, on the 10th of February, 1841.

When the Legislature of United Canada was at Kingston, Mr. Lindsay was appointed, by Lord Sydenham, Clerk of the Legislative Assembly, and holding this office he died,—almost in harness: for, though then very unwell, he attended in his place in the House at the opening of the present session, and for some time afterwards, and within a few days of his death he signed official papers.

As an efficient public officer, Mr. Lindsay was a very remarkable man. Without brilliant talents or acquirements, he was emphatically the right man in the right place; forgot nothing and neglected nothing which it was his duty to think of and to do; and did every thing in time and well. Bred up among the fiercest political contentions, and in daily and hourly intercourse with men of the most opposite opinions, he never suffered himself to become a political partizan, or to show more favours or grant more facilities to one side than to the other. Feeling himself the servant of the whole House, he shewed equal courtesy to all; and therefore all parties alike bear equal testimony to his merits, and on this one point the House is unanimous. Among his subordinate officers of every degree, there is but one feeling,—they will never look upon his like again. They honoured and respected him as the able head of the Department to which they belonged; but they loved him, and lament his loss as their best and kindest friend.

Mr. Lindsay was a man of excellent constitution and active temperament. In the troubles of 1836 and 1837, he commanded a most efficient volunteer artillery company in this city; and when the *Trent* difficulty loomed darkly in the horizon, and our neighbours became most unneighbourly in their threats, he joined the civil-service rifle corps as an active member, and showed the same punctuality and attention in the drill-room, and the same good example to the younger members of the service, which he had so often shown them in his office. He was then sixty-five, and it is by no means improbable that the exertion and exposure to which he thus subjected himself, did accelerate, if they did not occasion the disease of which he died.

Mr. Lindsay died after a painful illness of two months, during the earlier part of which he performed, as we have before stated, all the duties of his office; for with him duty was, in sickness as in health, always the foremost and most abiding thought.—*Quebec Chronicle, May 14th*.

No. 22.—VERY REV. LOUIS JACQUES CASAULT, V.G.

The following sketch of the career of this devout friend of learning is condensed from a notice written by M. l'Abbe Ferland, which appeared in the *Abeille*, of Quebec:—"M. Louis Jacques Casault, Vicar-General, and formerly Superior of the Seminary of Quebec, was the first Rector of the Laval University, and lately director of the *Grand Seminaire*. He was born at St. Thomas, on the 17th of July, 1808, and consequently had not yet reached his fifty-fourth year when he died. Having at an early age given unmistakable proof of a studious disposition, he was placed in the College in Quebec, in 1822, and remained there six years, during which time he went through the usual course with distinguished success. He was about this time induced to prepare himself for the life of an ecclesiastic, and, after some years of study, received the orders of a priest, in November, 1831. In the autumn of 1834, he returned from Cap-Santé, whither he had gone in the capacity of *vicaire*, and having accepted the offer of a Chair in the Seminary of Quebec, he entered that institution as Professor in Divinity; and during the twenty-eight years of his connection with the Seminary, he continued to discharge the most important and various duties.

In 1851, he was appointed Superior, which place he occupied during nine years. It was in this position that he acted so conspicuous a part in the establishment of the Laval University. Having secured the support of Lord Elgin, he proceeded to Europe, in 1852, and obtained from Her Majesty a charter, and some months later the Sovereign Pontiff's leave to found a Faculty of Theology in the new university. On his return to Canada, he was called upon to furnish the plan for the putting into execution of his all-important project, and for this task he was eminently qualified, having visited the principal Universities of Europe, with the view of examining and comparing their constitutions and the systems upon which they were conducted. The successes which he achieved in carrying out this enterprise are too well known to need even a recapitulation here; it may suffice to say that the University is so much indebted for the high position it now occupies to the assiduous care with which this distinguished man watched over its infancy, that it would be only an act of justice to join the title of founder to the name of its first Rector.—*Lower Canada Journal of Education.*

IV. Miscellaneous.

1. CANADIAN NATIONAL SONG.

The land of lake, river and forest wide,
Where Niagara plunges in splendor and pride,
O'er the trembling cliffs her precipitous tide;

Know ye the land?

'Tis a glorious land!

And the land is our own dear home!

The land which nor arts nor industry graced,
Where the beautiful seasons ran all to waste,
'Till the Briton the savage and sluggard displaced;

Know ye the land?

'Tis a glorious land!

And the land is our own dear home!

The land where the Saxon, the Gaul, and the Celt,
The first glow of patriot brotherhood felt;
And forgetting old feuds in amity dwelt;

Know ye the land?

'Tis a glorious land!

And the land is our own dear home!

The land unpolluted by despot or slave,
Where justice is done to the dastard and knave,
Where tribute is paid to the wise and brave;

Know ye the land?

'Tis a glorious land!

And the land is our own dear home!

The land where the teacher is honoured and sought,
Where the schools are all busy, the children all taught,
Where the thinker, unfettered, can utter his thought;

Know ye the land?

'Tis a glorious land!

And the land is our own dear home!

The land where the farmer is lord of the soil,
Where the toiler himself reaps the fruit of his toil,
Where none has a title his neighbor to spoil;

Know ye the land?

'Tis a glorious land!

And the land is our own dear home!

The land where the Christian can openly pray,
As Scripture and conscience may shew him the way,
Fearless of clerical tyrant or lay;

Know ye the land?

'Tis a glorious land!

And the land is our own dear home!

The land which the older and stronger it grew,
To law and to loyalty still kept more true,
Both to prince and to people according their due;

Know ye the land?

'Tis a glorious land!

And the land is our own dear home.—*Perth Courier.*

2. OPENING OF THE GREAT EXHIBITION.

The Great Exhibition of 1862 was opened with great pomp on May day. The English papers give a graphic account of the ceremony, and also the correspondents of many country papers, but we have only space for a very brief account of it.

As early as eleven o'clock a crowd of well-dressed people had invaded every nook and corner of the vast area. The spots best situated for seeing the procession were soon occupied, as also the seats around the orchestra. The sight here was beautiful. A rich mass of color was presented; the holders of reserved seats, clad in all the uniforms under the sun, amongst others the Hungarian noble, covered with jewels, the Japanese Envoys and the Albanians chiefs, were most conspicuous.

Shortly after one o'clock a shrill blast from the trumpeters of the Life Guards, which pealed through the whole building, announced that the grand procession had begun to move. The Royal Commissioners entered, preceded by trumpeters, and took up their position facing Her Majesty's Ministers. Here Lord Grenville addressed a short speech to the Duke of Cambridge, who replied on behalf of Her Majesty.

The ceremonial music was a triumphant success. In the verses of the National Anthem which preceded the address delivered by Lord Grenville and the procession up to the nave to the eastern dome, the women's voices came upon the ear with a clear and silvery tone that was eminently musical and delightful. The chorus numbered two thousand voices, and there were four thousand instrumental performers. The broad masses of simple choral harmony was very grand, and the full swell of the female voices was rich and beautiful. This sublime strain—sublime from its very simplicity, and still more sublime from the feelings with which it is associated—was listened to by the immense crowd uncovered and standing, and hushed in deep silence, till the last sounds died away, when a cheer burst forth from all sides that was positively startling in its intensity. This concluded the portion of the ceremony which was appointed to take place under the eastern dome, and the procession slowly unwound itself, and proceeded in the same order as before down the nave. The brilliant column, as it moved along with the sunlight upon it, but its gaudy lines toned down and relieved by the cooler tints of the dresses of the ladies who lined the passage on each side, was a magnificent sight from the galleries, but the vista, looking westward, down the nave from the platform, and terminating in the gaily decked parterre of the orchestra, was still finer. As the procession moved off the bands of the Foot Guards stationed on the western platform, played Handel's "March" in *Scipio*, but when it had advanced well out of ear-shot the pipers of the Fusilier Guards, who closed the rear, struck up a shrill pibroch.

Under the eastern dome, where the vast concourse of distinguished visitors not officially engaged in the ceremony had long been congregated, a dais had been erected hard by the Majolica fountain, where the Queen's Commissioners took their seats on the chairs of state provided for them.

The first piece of the special music was a grand overture by Myerbeer, an imposing composition by a musician who excels in the art of adapting instrumental music to vast localities; and this Triumphal March rolled through every corner of the building. The second movement was a religious march, of a subdued and mournful character; and the third was a quick march, full of fire and energy, arresting the general attention; and when the inspiring strain of "Rule Britannia," mingling with this quick march, and rising to a marvellous climax of power and grandeur, brought this piece to an end, loud acclamations hailed this triumph of genius and art. There was a brief pause, and then came the admirable opening ode by Mr. Tennyson the poet-laureate. Dr. Sterndale Bennett had set worthy music to the noble words of the ode, and the effect was complete. The opening *chorale*—

"Uplift a thousand voices full and sweet
In this wide hall, with earth's inventions stored,
And praise th' invisible, universal Lord."

was sang with remarkable decision; and the effect of the trumpets giving out the melody in unison with the upper voices was extremely solemn and impressive. There is a pause, and the voices in the softest and most subdued tone take up in the relative minor the mournful words,

"O, silent father of our kings to be,
Mourned in this golden hour of jubilee,
For this, for all, we weep our thanks to thee."

which were sung so pathetically as to thrill every heart. Especially the last line, where the words "we weep" are reiterated, in touching and plaintive harmony, as though the assentation could not be made too often. A wail of sorrow filled the air, and with such extraordinary precision were the notes uttered that the words seemed to come from a single voice instead of from a united thousand or more. After this beautiful passage there comes a piece of choral repititive, in which the voices of each part, singing

(or rather speaking) in unison, describe the varied riches of the Exhibition.

The overture of M. Auber wound up the "special music" with extraordinary spirit. After the conclusion of the special music, the Bishop of London, with much fervency of manner, offered up a prayer composed for the occasion.

Handel's mighty choral hymns—the "Hallelujah" and "Amen" from the Messiah—which, coming directly after the prayer of the Bishop of London, formed a portion of the religious ceremony, towered above all in sublimity, it is almost superfluous to relate. The multitudinous shouts of praise and glorification; the tremendous declarations of faith, in those most impressive and wonderful of choral unisons—"For the Lord God omnipotent reigneth," and "He shall reign for ever and ever;" the reiteration of the attributes and dignities of the "Almighty," where the voices, soaring upward, scale by scale, convey an idea of limitless aspiration, in the "Hallelujah;" and the astonishing grandeur of the "Amen"—an instance of power accumulating and advancing through successive stages up to an overwhelming climax, unparalleled in choral music—made their accustomed impression, edifying and delighting all hearers in an equal measure. That they were superbly delivered will be at once believed. With an orchestra and chorus of such unusual magnitude and unprecedented efficiency this could hardly fail to be the case.

After the "Amen" the National Anthem was again sung, and with this the music to the religious part of the ceremony came to a conclusion.

The Duke of Cambridge then rose, and in a loud voice said—"By command of the Queen, I now declare the Exhibition open."

The trumpets of the Life Guards saluted the announcement with a prolonged fanfare, and the crowd echoed it back with a cheer, which was taken up and speedily spread from one end of the building to the other. This ended the official ceremonial.

V. Educational Intelligence.

CANADA.

—ANNUAL EXAMINATION OF THE MODEL SCHOOL.—A visit to the female department of the Model School, during the examination, confirms more strongly than ever the inestimable value of the working of that system to promote human progress, both in a moral and religious point of view. We are happy to bear testimony to the very efficient state of the school, as was exemplified in the answering of the pupils in the various branches of knowledge under examination. The third division, comprising sixty pupils, all of whom were neatly attired in their holiday dress, were examined in natural history, spelling, arithmetic, geography, grammar, and last, though not least in our estimation, object lessons, or, in other words, "thinking lessons." The system pursued in teaching spelling is quite novel, and of an instructive and interesting character. The competitive mode adopted is well worthy of imitation in every school. It is a well known fact—and it argues no want of care but a want of tact in teachers—that spelling is the drudgery of the school-room, and makes more truants and dunces than all the branches of education taught in schools. And the difficulty can easily be surmounted by visiting the Model School and witnessing the efforts of the children in orthography; indeed the secret of the art lies in the making of the lesson interesting to the pupil. In the answers given in grammar and geography, the pupil's intonation and manner were very good, and they annexed clearly defined ideas to the language used. Ample provision is made in adjoining premises for calisthenic and gymnastic exercises, to give power to muscular action. While in the school-room, the cool, steady, and commanding deportment of Miss Clark, exercises a beneficial influence on the nervous system of those under her care. She is quite a favourite with the pupils of the three divisions, who, on the eve of this examination, gave substantial evidence of the high esteem in which she is held by them, in the presentation of a beautiful dressing-case, fitted up in a costly manner. It is a great loss to the children under her care that she retires from the duties of the school to travel for a year.—The answering of the pupils of the Second Division, under the care of Miss Shenich, reflects great credit on her tact and ability as a first class teacher.—The sound and rapid progress of the young ladies of the First Division fully bear out the high character of the Model School as an educational institution. This was evidenced in the marked ability displayed by the pupils in the various branches of knowledge. Mrs. Clark has introduced a new feature in female education, viz., "Domestic Economy." The exhibition in this department was very gratifying: the plain needlework of the pupils was above all praise; and the

plain baked loaves and cakes, which their tender hands had made, affords unmistakable signs of good housekeeping.—The writing of the boys is the best we have seen in any school in Upper Canada. We are happy to know that Mr. Carlyle's services have been appreciated by his pupils, who presented him with a valuable lot of books.—The singing of the pupils, under the able and efficient tuition of Mr. Sefton, afforded high satisfaction to all present.—The calisthenic exercises of the girls was excellent.—Capt. Goodwin's training gave general satisfaction.

The prizes awarded to the pupils for proficiency and good conduct, were presented to them in the theatre of the Normal School, by the Rev. Dr. Jennings, Mr. Robertson, and Mr. Carlyle.—Dr. Ryerson, in presenting the prize to Master Rolph, spoke strongly of his abilities. Although but comparatively young, he is clever, and succeeded in taking the scholarship in the Model Grammar School.—*Leader.*

—WESLEYAN FEMALE COLLEGE.—The anniversary exercises of the pupils of this excellent institution took place on Monday evening, 1st June. The exercises commenced with praise and prayer, after which a duett was played on the piano by Prof. Visscher and Miss Ruthven. Miss Ellen Jones then came forward, and read a paper on "Beauty and Goodness." She pointed out that in all the works of God, they both went together—that in nature they were never separated except by man. While not deprecating beauty, yet the palm was given to goodness as the better of the two, and its cultivation urged on all. Miss Mary Cromwell spoke of the "Pencilings of Memory"—and of the pleasures they afforded, illustrating her theme very aptly with allusions to local subjects. Misses Healey and Tyler sang a duett—"We are two merry minstrels." Miss Annie Coyne read a short paper in French, but not understanding the language, we were unable to judge of its merit. Miss Sarah McCausland discoursed on "Silent Influences." She shewed that both in the material and moral world they were more lasting in their effects than any other influences, illustrating the subject by pointing out the effect upon a community of one good man. The Misses Moore relieved the exercises by playing a piano duett. Miss Addie Bowes read a paper on "Industry the price of Excellence," showing that industry was the only way to success—that labor was the law of the human race, and continual labor the price of excellence. The next composition, by Miss Catharine Jones, was on "Fashions." This paper had more of character than any of the others. It was lively and piquant, and full of sarcastic hits at the follies of fashion, as displayed in the absurdities of dress, both of ladies and gentlemen. Miss Tyler spoke of "Music," and of its power over man in refining the feelings and elevating the heart. "The Power of Association" was the subject of Miss Grover's paper, illustrated by the effect of early associations upon the mind. Miss Sarah Carpenter asked the question—"Is the face an index of the mind?" which she answered in the affirmative, although she complained of the difficulty sometimes of reading it, owing to the present fashion of wearing the beard. To those who desired to possess a handsome countenance, she gave an infallible recipe—to curb the passions, and cultivate whatever was good and noble. Miss Agnes Adams read an excellent and patriotic paper on "Our Country." She showed how much there was in Canada worthy of regard and fitted to inspire and create feelings of patriotism—her magnificent scenery and natural wealth, her form of Government, and her educational and religious institutions. Miss Agnes is a stout Conservative, and insisted strongly on the necessity of maintaining our present political institutions, pointing to the United States as an illustration of the evils of democracy and of the love of change. Miss Kate Tiffany read the last paper on "Life and its aims," excellent in its tone, and closed with a graceful and affecting valedictory. Rev. Mr. Rice then introduced Dr. Cooney, who read a humorous and witty paper on the influence of woman. At the conclusion of Dr. Cooney's address, an interesting ceremony took place. Three young ladies stepped on the platform, and in the name of the pupils, presented a handsome silver goblet to Miss Adams, the excellent Principal, who had endeared herself to all placed under her charge. Mr. Rice, on behalf of Miss Adams, returned thanks for the beautiful present in graceful and appropriate terms. The proceedings then came to a conclusion by the audience singing—

"Praise God, from whom all blessings flow,
Praise him, all creatures here below,
Praise him above, ye heavenly host,
Praise Father, Son, and Holy Ghost."

The Rev. Mr. Inglis then pronounced the benediction, and the assemblage dispersed.—*Hamilton Spectator.*

— **UPPER CANADA COLLEGE EXAMINATION.**—The annual examination of the pupils of Upper Canada College commenced on the 8th inst., and the distribution of prizes took place yesterday afternoon in the large hall of the College. The room was crowded with the parents and friends of the pupils, and the proceedings evidently excited a great deal of interest. After the exercises and recitations the Principal distributed the prizes, which were all handsome and suitable volumes of the best authors. A list of the successful competitors will be found below. In awarding the Governor General's prize to C. W. Bell, the *dux* of the year, Mr. Cockburn, said it had been closely and warmly competed for and honorably won by one who in going forth from the institution was, so far as sound scholarship was concerned, worthy of the palmiest days of Upper Canada College. The conferring of the prize was accompanied by uproarious applause from all the boys, among whom Bell seemed highly popular. In bestowing the other prizes, the Principal made brief addresses, from which it appeared they had all been keenly contested, and won only by the most persevering effort. After the distribution of the prizes, the Principal briefly addressed the assemblage. He said that at the close of this, the first session of his duties in Upper Canada College, it gave him very great pleasure to see so many familiar faces present, parents and guardians, and others interested in the pupils. In reviewing the session he frankly confessed that it had been the most labourious in his life; but the result had filled him with satisfaction. This result was owing in the first place to the hearty and energetic support of the committee of the Senate and of those gentlemen associated with him in the instruction of the youth; and in the next place to the admirable conduct of the senior boys of the institution, upon whom, in a large educational establishment like Upper Canada College, depended in a great degree its moral tone and good government. It was with great pleasure he was able to make this acknowledgment of the manner in which the elder boys had conducted themselves during the year. He then referred to the active personal interest that parents and guardians had manifested in the progress of the pupils—an interest which, beyond doubt, had had a most beneficial effect. After some remarks regarding changes which had been made in the minor internal arrangements of the College, the Principal paid a high compliment to the late first classical master, Rev. Dr. Scadding, who from ill health had been obliged to retire, whose name was first on the list of head boys of the College, and who had paid the best tribute to his *alma mater* by giving the best years of his life to its service. Mr. Cockburn then referred to the liberality of the Rev. Mr. Hope, in offering a handsome prize to pupils under fifteen for proficiency in the French language; and concluded by announcing that the vacation would extend till the 10th of September—an announcement that was hailed with tumultuous applause by the boys. The proceedings of the day were closed by prayer and the benediction.—*Leader*.

— **ST. JOSEPH'S COLLEGE, OTTAWA.**—The examination of the students of St. Joseph's College was private this year. The distribution of premiums took place on the 1st inst., under the patronage of the Right Rev. Bishop of Ottawa, Mgr. Guigues. The St. Patrick's band was in attendance. Before distributing the prizes the Reverend Fathers Tabaret and McGrath thanked Mr. McGillivray for the books he had presented to the College, which were to be given to the first crowned. The list of premiums were then read by Father McGrath, and the pupils were crowned by the Right Reverend the Bishop of Ottawa, by several members of the Clergy, and by Messrs. Wm. O'Meara, E. Griffin, J. Aumont, Drs. Dorion and St. Jean.—*Ottawa Citizen*.

— **TEACHERS' CONVENTION, COUNTY OF BRANT.**—About forty were present from different parts of the County on the 28th ult. The meeting continued without intermission from about 10 o'clock A.M. to nearly three o'clock P.M.—all present appearing intensely interested. The following is a brief synopsis of the proceedings:—W. W. Anderson, Esq., presiding, the meeting was opened by Mr. Macfarlane leading in prayer. Minutes of former meeting read and confirmed. The following persons being then proposed, were all duly elected by ballot, viz.: Misses McDermid, Hawkins, Woodward, Goodfellow, Batson, Craig, H. Coady, Crary, Turnbull, Foster, Mrs. Stowe, and Mr. Amos Bridge. Moved by Mr. Sullivan, seconded by Mr. Nichol, That this Association should use all their endeavours to obtain insertion for all essays read before this Association, including those read at our last meeting, not only in the *Educationalist*, but in the local papers if possible.—Carried. Mr. Acres, as Secretary, read a paper, announcing the time and place of the next meeting of the Provincial Association, to be held in the Mechanics' Institute, Hamilton, on the 6th August. Ladies accommodated during the session. Moved by Mr.

Moore, seconded by Mr. Nichol, That the present School Act of U. C. is neither just nor satisfactory to the teacher, debarring him, as it does, from access to the civil tribunals for the collection of his earnings—a privilege denied to no other British subject.—Carried unanimously. Moved by Mr. Acres, seconded by Mr. Settle, That Mr. Macfarlane be authorized to support before the Provincial Association at its next meeting the views of the convened Teachers of Brant, relative to the grievances of which they complain in reference to the recovery of their salaries under circumstances that might occur.—Carried. Moved by Mr. Sullivan, seconded by Mr. Greenaway, That Mr. Macfarlane be authorized to suggest to the Provincial Association the propriety of getting an Essay prepared and printed on National Education.—Carried. Mr. Acres of Paris High School, being called upon, read a most valuable Essay, which reflected great credit on its author, and which must have cost him much time and care in preparation. Moved by Mr. Nichol, seconded by Mr. Moore, That the thanks of this meeting be tendered to Mr. Acres for his highly interesting and instructive Essay, with a request that the same may be printed.—Carried. Moved by Mr. Greenaway, seconded by Mr. Macfarlane, That this Association hail with great pleasure the appearance of the *Educationalist* in its enlarged form, and would recommend through our councillor its adoption by the Provincial Association as the organ of the Teachers of this Province for the time being.—Carried. Moved by Mr. Moore, seconded by Mr. Acres, That Mr. Greenaway be Essayist at our next Meeting.—Carried. Resolved that our next meeting be held in Brantford. After which, closing with prayer, the meeting adjourned.—*Brantford Courier*.

— **SCHOOL EXAMINATIONS.**—We have received very flattering accounts of the recent public examinations in most of the Grammar Schools of Upper Canada. To make a selection would be invidious and to insert them all would be impossible. We must therefore content ourselves with expressing our gratification at the success of these important public schools.

— **THE WHITBY GRAMMAR SCHOOL.**—The Rev. Mr. O'Keefe called at this office—in reference to the notice of the examination of the schools in this *Journal* for March—and assured us that he never made, and consequently never admitted that he had made, "any erroneous inferences" on the subject of the Whitby County Grammar School examination.

— **COMPETITION OF THE BLENHEIM COMMON SCHOOLS.**—An examination of the schools in the Township of Blenheim, where prizes were awarded to the successful candidates, took place at the village of Drumbo, on the 16th and 17th ult. On the 16th, the village presented a very lively appearance, on the arrival of the different schools from a distance, accompanied by their respective teachers and many of their parents, who seemed to take a lively and active interest in the success of their young people. The examination at Blenheim was a model one, and speaks volumes for the teachers, who had not the least dread of placing their pupils in the hands of strangers.—*Corres. Woodstock Times*.

— **UNION SCHOOL, LONDON.**—On the 16th ult., the scholars under the charge of Miss D. Robertson, Union School, presented that lady with a massive gold neck chain, on the occasion of her retiring from her position as their teacher.

— **SIMCOE UNION SCHOOL.**—Mr. Ridgway on retiring from the mastership of this school, on the 28th ult., was presented with a gold pen and pencil-case, by his pupils.

UNIVERSITY OF VICTORIA COLLEGE.

THE NEXT SESSION will commence on the LAST THURSDAY in AUGUST, prox. Expenses for Tuition, Board, &c., from \$100 to \$120 per annum. For full information, see *University Calendar*.

J. S. NELLES, D.D.,

Victoria College, July 16th, 1862.

President U. V. C.

WANTS A SITUATION,

A THOROUGHLY QUALIFIED FIRST-CLASS TEACHER, of long experience, and an Undergraduate of Toronto University. Address (stating salary) X. Y. Z., Toronto P. O., C. W. July 11th, 1862.

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MILITARY DRILL IN THE PUBLIC SCHOOLS.

So much attention has during the last year been devoted to the subject of military drill in the public schools, both in England, in the Northern United States, and in Canada, that we have felt it desirable, for the information of parties concerned, to collect together some articles on the subject, and publish them in this number of the *Journal of Education*.*

The school authorities in these several countries have sought many ways to promote this patriotic object, and public opinion has more than sanctioned this innovation on the quiet routine of daily school life. Those who have given most prominence to this new feature in school management, have done so chiefly for two important reasons. The first reason is that military drill is designed to foster in the youthful mind a love of country and its institutions, and a disposition to defend them in the most skilful and effective manner to the very last. The other reason—which has a direct practical bearing upon the well-being of the school itself—is, that nothing else is so well adapted to secure those habits of obedience and discipline in the schools as military drill *per se*.

Lately in discussing this matter with a prominent American educationist, he remarked that the introduction of military drill had already affected a most salutary change in the discipline of American schools. Order had been more generally established in the schools; and that fatal defect in American juvenile character—disobedience and disrespect for authority—had received a most salutary check. Everywhere he had found that teachers were most anxious to establish a system of military drill or gymnastics in the school, not so much for military purposes as for its beneficial effects upon the discipline and *morale* of the

school. The very habit of prompt obedience acquired by the pupils while under drill insensibly affected their whole conduct in the school-room, and rendered their government there comparatively easy and agreeable.

The subject of introducing military drill into our Canadian schools has been more than once under the consideration of the Educational Department for Upper Canada as well, we believe, of that of Lower Canada. In February last, a letter was addressed to the Department on the subject, which we give below, together with the reply to it. The writer observes:—

"The passing events of the day call forth the energies of minds capable of grappling with it. During this lull in the excitement on the war question, it strikes me that there might be something done in the way of preparatory drill in our already very excellent common schools.

"What I would suggest is, that an amendment be added to the present common school law, during the present session of Parliament, making it one of the qualifications of male teachers to learn the rudiments of infantry drill, either by joining a volunteer corps or by attending the Normal School; so that the teacher might be able to drill such of the youth of our country as are above the age of ten years. It would be a very healthful, useful and lively exercise for them; and it is now certain that we must of necessity become a military country for our defence. This plan would, I think, assist the teachers in their school discipline. If it were carried into effect, we would see, in a few years, we should have great numbers drilled and prepared, at no additional expense to the country, and ready on a very short notice for any emergency. I do not say they would be perfect in drill, but they might be taught to face right and left, to march, and to form fours deep; and being taught while young, they would never entirely forget it hereafter.

"While writing, reflection brings to mind the impulse of my youthful mind, about fifty years ago (about the time the French threatened to invade England), how warm I felt against them when I saw the English volunteer militia on parade at that time. The same ardour now animates my breast, for I go to drill every week, and have no doubt in my own mind of the same attachment of the youth of our country to their native home if they are well trained and employed. I may remark that I saw the students of the higher schools at drill when I was young; and as the common schools of our country constitute the bone and sinew of it, why not prepare them for any future contingency which may arise in the country. Perhaps by changing

* See also articles on this subject in the *Journal* for June.

the name from military drill to some other, such as military gymnastics, it might be more favourably received throughout the country."

To this letter the Chief Superintendent replied as follows:—

"I desire to express to you my hearty thanks for the suggestions which you have made in regard to military drill or gymnastics in our schools, whilst I cannot but admire the spirit which pervades your whole letter.

"In the schools immediately under my own oversight, military exercises to a limited extent, under the name of gymnastics, have for several years been introduced. Latterly in one of them, formal military drilling has for some time been introduced. I shall submit the whole question to the consideration of the Government, with a view of having such exercises introduced into the schools generally."

2. MILITARY DRILL IN PUBLIC SCHOOLS.

In the House of Lords, Lord Stratheden lately called attention to the subject of the military drill recently introduced into public schools, and inquired of the Government whether the Commission on Public Schools had been instructed to report on this branch of their system. It was not requisite for him to enter into all the arguments in favour of military drill in public schools. Some years back he had ventured to address a letter to a great and well-known journal stating his views upon the subject. In February, 1860, a meeting was called at the Thatched House Tavern, at which Lord West, Sir De Lacy Evans, and several other eminent persons attended, and the subject was urged with considerable ability. A very few days after the same cause found a more persuasive advocate in the Editor of *The Times* itself, who, in a leading article, employed his weight and eloquence to promote the objects of the meeting. It might be stated briefly that all our public schools since 1860 had made efforts, more or less successful, to introduce into their system the elements of military knowledge. Public schools had competed at Wimbledon for shooting-prizes; not long ago the Eton Company competed, and on that occasion, it ought not to be forgotten, the late lamented Prince Consort was last seen by the public. Thus it appeared that the discussions of 1859 and 1860 had not been wholly unproductive. In spite, however, of those favourable circumstances, all that had been done was voluntary and contingent, and might pass away. Some decline had been already exhibited. At Westminster, in spite of the judicious exertions of the Head Master, the whole thing has passed away; at Eton the number under training had declined from 400 to 200; at Harrow it had fallen from about 200 to 100; of Winchester he had not exact information, but there appeared to have been a sensible decline. The movement, therefore, could not be relied upon as permanent, and the question at once suggested how far the commission of which the noble lord below him (the Earl of Clarendon) was the head might, by practical suggestions, give to it the necessary permanence. He was led to believe that their instructions would enable them to take the matter into consideration, because all the public schools to which he had alluded came within the scope of the commission, and they could hardly exclude from enquiry any existing facts which they might consider of importance in connexion with the schools. He was perfectly well aware that the position of his noble friend was that of an unprejudiced inquirer, and that it was open to him to report for or against the system—to recommend its abolition or to advocate its permanence. It was obvious that military drill at schools must make the Volunteer movement more effective, because it tended to furnish a better instructed class of officers. It must come home to the experience of all that, however great might be the zeal of Volunteer officers at present, nothing could entirely supply the advantage arising from the early use of arms. Military drill at public schools would also tend to the permanence of the Volunteer movement; for what could contribute more to that end than the existence of a higher class well versed in military exercise, and, consequently, reluctant at any time to be withdrawn from the field of their activity? Even supposing that the Volunteer movement should pass away with the fears and the dangers which had called it into existence, what could be more conducive to the military defence of the country than the existence of a higher class, whose education at the public schools would at once qualify them to take commissions in the Militia (as that would be the force on which we should then rely); or in the case of any great and extensive levy of the people, such as occurred in the beginning of the century, would enable that class to inspire and direct it? He begged to inquire whether the Commission on Public Schools had been instructed to report upon the question of the military drill lately introduced as a branch of the system of those schools.

The Earl of Clarendon.—As my noble friend has alluded to me as the President of the Public Schools Commission, I beg to inform him that our instructions are amply sufficient, and have, indeed,

been purposely framed to embrace all matters relating to the administration of the public schools. Our inquiries will be turned not only to the studies, but also the recreations of the boys, and the mode in which they habitually employ their leisure time, and in these inquiries drilling will certainly be included. I regret to hear of a falling off in the number of boys who have devoted themselves to drilling, for I agree with my noble friend as to the advantages to be derived from it. No one can see a large number of boys walking together without being sensible how much their appearance, both individually and collectively, is improved by the instructions of the drill sergeant. I also agree with my noble friend that it is impossible to exaggerate the political advantages of the Volunteer service, or to speak in too high terms of the noble spirit and true love of country which have animated the Volunteers. We are all interested in the Volunteer movement becoming a permanent institution of the country, and we must all be desirous to use our best efforts to make it so. It is therefore desirable that a taste for a certain amount of military drill, military training, and the use of the rifle at an early age should be encouraged. I apprehend, however, that in order to attain this object we must not seek to render attendance at drill compulsory on the boys of our public schools. (Hear.) In answer to the comprehensive questions circulated by the Public Schools Commission certain shortcomings are admitted and regretted, but want of time is pleaded as the general, and not always unreasonable, excuse. One thing is certain, that it is useless to expect that the masters will permit any portion of the school hours to be given up to drill. On the other hand, it would be very hard upon the boys and very unpopular to compel them to drill during their play hours, of which they have not more than is necessary for health of body and mind. If drilling, therefore, is to be voluntary, it will be a formidable rival to cricketing, boating, and foot-ball. I can conceive nothing more calculated to inspire a distaste for drill than a compulsory attendance on the drill sergeant by boys who are now permitted to employ their own time in their own way. I have heard that a certain number of boys regard drill as an amusement. How far it may be desirable to stimulate this taste by encouragement and rewards will be carefully inquired into by the commission; but, as my noble friend is aware, our duties do not go beyond that. Our instructions are to inquire and report, and if our opinions, being founded on the evidence we may obtain, should appear to be of any value, and if we are able to point out where reforms are required, and how they are to be effected, I trust we shall have the support of public opinion in our recommendations. We hope to have the benefit of personal communication with the head and other masters of our public schools. Their attention will be drawn to the subject of drill; we shall consult with them, and we shall receive with satisfaction any suggestions which they shall make, in order to carry into effect the intentions of my noble friend. (Hear.)

3. MILITARY TRAINING IN PUBLIC SCHOOLS.

A bill has been introduced into the New York House of Assembly which provides that:—"Classes of all scholars over ten years of age shall be established, to be armed with wooden rifles or muskets, with good locks and steel ramrods that can be used at any time on regular arms. A teacher of the school to be competent to instruct in the manual of arms and drill, and not less than one hour a day to be devoted thereto. The expense to be paid out of the State treasury, on certificate of the Governor, Lieut.-Governor, and Adj.-General."

4. MILITARY DRILL IN SCHOOLS.

The following is the substance of the bill under consideration in the New York House of Assembly as we find it in the *Rochester Union*: It provides that the Regents of the University may appoint six Colleges in the State, and one Academy in each judicial district, where a system of military education and training and the use of the manual of arms shall be established. To such institution the Adjutant General shall furnish State arms and equipments for the use of pupils. Three professors of military instruction shall be appointed by the Regents at a salary of \$1,500 each. A drill master shall be appointed by each of the institutions at a salary of \$750 per annum. An appropriation of \$500 is made to each institution for map, books, charts and models. The sum of \$25,000 per annum for two years is set apart for this object. Any surplus that may be left can be used for the expenses of encampment or for artillery practice. The Regents who have the entire control of this matter are to report annually to the Legislature as to the manner in which the provisions of the act have been carried out.

This is intended only to apply to the higher educational establishments, but it has been suggested that the system should be extended, and that each county, city and town, should be provided with a drill

instructor, to drill all boys above the age of twelve once a week. The process is simple and we should like very much to see something of the kind adopted by our authorities. In the words of a contemporary—"The boys would be pleased; it would do them good in a physical way, would improve their deportment and tend to make them more obedient in all things."—*Cobourg Star*.

5. PHYSICAL EXERCISES IN THE CHICAGO SCHOOLS.*

One year ago, the Board of Education introduced an elaborate system of physical exercises into all the schools. Each of the different movements was described with such particularity that any teacher or school would be able to learn and execute it from the description alone. These exercises, or portions of them, have been practised during the year from four to eight times a day in all the Primary rooms, and three or more times a day in all the Grammar rooms, with the happiest results. Not only has their favorable influence upon the health of the pupils been manifest, but in many of the rooms, the improvement in erectness of form and position has been equally marked. The teachers themselves have in many instances been greatly benefitted by these exercises.

So far as my knowledge extends, no other city except Oswego, had previously introduced a thoroughly digested course of exercises, and made it obligatory upon all the schools to practise them at frequent and regular intervals, as a part of the daily routine of school duties. The experience of a year has suggested some improvements, which should be introduced when the course is reprinted.

Besides the regular course of "free gymnastics" prescribed by the Board, the High School and several of the District Schools have already been furnished with suitable gymnastic apparatus for the use of the pupils, by the liberality of parents and other friends; and it is to be hoped that the remaining districts will soon be favored with similar facilities.

An experiment has been tried during the past year in several of the schools, with the bean-bag exercises recommended by Dr. Lewis, of Boston; but we do not find them adapted to our use, except, perhaps, in the High School. In the Normal Department of the High School, they are still practised, with very satisfactory results.

But while I am able to give so gratifying a report respecting the influence of "free gymnastics," I regret to say, there is one serious evil still existing to a greater or less extent in all the schools, which cannot fail to exert a very deleterious influence upon the health and form of the pupils. I refer to the habit of stooping over the desks while engaged in the exercises requiring the use of the pen or pencil.

I am aware that many of the teachers have devoted special attention to this matter, and in some of the schools, very considerable improvement has already been effected: but the cure is by no means radical or permanent, and in most cases, a more efficient and systematic course of treatment is required. There are some divisions, in which the pupils lose more during the day by indulging in this habit, than they gain by the practice of gymnastic exercises.

As a first step toward the correction of this evil, teachers should inform themselves and their pupils of its nature and magnitude. The next step of progress should be a firm resolve to overcome it, whatever may be the effort required.

With most pupils, a frequent admonition from the teacher will be sufficient to establish the habit of sitting erect, and when this habit is once formed, very little attention will be needed to perpetuate it. But when this measure is found to be ineffectual, a persistent habit of stooping at the desk should be treated as a misdemeanor, affecting the deportment average of the pupil the same as any other example of misconduct.

6. TRAINING THE CHILD'S BODY.

Whatever you wish your child to be, be it yourself. If you wish it to be happy, healthy, sober, truthful, affectionate, honest, and godly, be yourself all these. If you wish it to be lazy and sulky, and a liar and a drunkard and a sweaver, be yourself all these. As the old cock crows, the young cock learns. You remember who said, "Train up a child in the way he should go, and when he is old he will not depart from it." And you may, as a general rule, as soon expect to gather grapes from thorns and figs from thistles, as get good, healthy, happy children from diseased and lazy and wicked parents. Let me put you up in mind seriously of one thing you ought to get done to all your children, and that is, to have them vaccinated or inoculated with the cow-pock. The best time for this is two months after birth, but better late than never, and in these times you need never have any excuse for its not being done. You have only to take your children to the Old or New Town dispensaries. It is a real crime, I think, in parents to neglect this. It is

cruel to their child, and it is a crime to the public. If every child in the world were vaccinated, which might be managed in a few years, that loathsome and deadly disease, the small-pox, would disappear from the face of the earth; but many people are so stupid and so lazy and so prejudiced as to neglect this plain duty until it is too late. So promise me all seriously in your hearts to see to this, if it is not done already, and to see to it immediately. Be always frank and open with your children. Make them trust you and tell you all their secrets. Make them feel at ease with you, and make free with them. There is no such good plaything for grown-up children like you and me as weans, wee ones. It is wonderful what you can get them to do with little coaxing and fun. You all know this as well as I do, and you will practice it every day in your own families. Here is a pleasant little story out of an old book. "A gentleman having led a company of children beyond their usual journey, they began to get weary, and all cried to him to carry them on his back, but because of their multitude he could not do this. 'But,' says he, 'I'll get horses for us all;' then cutting little wands out of the hedges as ponies for them, and a great stake as a charger for himself, this put mettle in their little legs, and they rode cheerfully home." So much for a bit of ingenious fun.—*Dr. John Brown's Essay on Health*.

7. MISS NIGHTINGALE ON VOLUNTEERING.

At a meeting of the Winslow and Buckingham Volunteers, Sir Harry Verney read the two following letters from Miss Nightingale. They will be found of great interest:—"Hampstead, Oct. 8. My dear Sir Harry,—I like to hear of your volunteers. I wish I could be with you. But my heart is with you all. At the beginning of this year we had 150,000 Volunteers—and already we hear, from the best military authorities, that they are capable of manœuvring and executing movements with regular troops. To one who knows the stuff of which the Anglo-Saxon is made (no man knows him better than I do), this is not surprising. These volunteers are of the same race with that handful of men who defended their trenches at Sebastopol—as the Greeks held the position of Thermopylae—and who when dying of slow torture in hospital, drew their blankets over their heads, and died without a word, like the heroes of old. Thank God, our volunteers have not to undergo these slow agonies in the defence of their country. But I for one (and I speak notwithstanding an experience of the horrors of war which no man has had) was not at all sorry to see the spirit of war brought home to our people's lives in the glorious rising of the volunteers. A country needs retémpering sometimes. England, from her grand mercantile and commercial successes, has been called sordid. God knows she is not. The simple courage, the enduring patience, the good sense, the strength to suffer in silence—what nation shows more of this in war than is shewn by her commonest soldier? I have seen men dying of dysentery, but scornful to report themselves sick lest they should thereby throw more labor on their comrades, go down to the trenches and make the trenches their deathbed. Their is nothing in history to compare with it—other nations may do it for glory, but we for duty, as the Duke of Wellington said. I say no one has seen the horrors of war as I have, yet I was glad to see the spirit of war arising in our volunteers. If both French and English statesmen have recorded, upon their own observation, that the most intelligent, the most well-doing, the most respectable, in the best sense of that word, in any French village or district, are always those returned from serving out their time on conscription, and if this is the case with those who have given a compulsory service for a government which we English cannot respect, what ought not the men to become who give a free service for a free country, like our volunteers? Say what men will, there is something more truly Christian in the man who gives his time, his strength, his life, if need be, for something not himself, whether he call it his Queen, his country, or his colors, than in all the asceticism, the fasts, the humiliations, and confessions, which have ever been made; and this spirit of giving one's life, without calling it a sacrifice, is found nowhere so truly as in England. This is a spirit which animates our armies and our volunteers. But there must be more drill, more discipline, in the sense of teaching how orders are to be obeyed, more acting in concert to make our volunteers perfect—and our volunteers mean to be quite perfect. It is wonderful how much they have done already in precision. On the saddest night of all my life, two months ago, when my dear chief, Sidney Herbert, lay dying, and I knew that with him died much of the welfare of the British army—he was, too, so proud, so justly proud of his volunteers—on that night I lay listening to the bands of the volunteers as they came marching in successively—it had been a review day—and I said to myself, the nation can never go back which is capable of such a movement as this, not the spirit of an hour. These are all men who have something to give up; all men whose time is valuable for money, which is not their god, as other

* From the Annual Report of W. H. Wells, Esq., Superintendent. See also the chapter on "Gymnastics" and "Calisthenics" in the *School-House, its Architecture and Discipline*, &c., lately published by the Educational Department for U. C.

nations say of us. One of the best appointments my dear chief made was Colonel M'Murdo, the Inspector-General of Volunteers. I knew him in the Crimea, where he executed the most difficult service, that of organising the Land Transport, with the utmost success; no doubt the volunteers have full confidence in him. It was whispered to me in Sidney Herbert's time that Buckinghamshire had been behindhand in her tribute of volunteers. Is that the case now? I hope not. But if so, it makes those who have volunteered all the more worthy. If I might venture to do so, I would gladly ask you to offer them from me a pair of colors. Probably, however, they have them. If so, I can only offer them from the bottom of my heart the best wishes of one who has 'fought the good fight' for the army seven years this very month, without the intermission of one single waking hour."

"I should have thought it a presumption to write to the volunteers if not desired by you. My point, if there was one, was to tell them that one who has seen more than any other man what a horrible thing war is, yet feels more than any man that the military spirit in a good cause, 'that of one's country,' is the finest leaven which exists for the national spirit. I have known intimately the Sardinian soldier, the French soldier, the British soldier. The Sardinian was much better appointed than we were. The French were both more numerous and more accustomed to war than we were, yet I have no hesitation in saying that we had the better military spirit, the true volunteer spirit to endure hardships for our country's sake. I remember a sergeant, who, on picket, the rest of the picket killed, and himself battered about the head, stumbled back to camp, and on his way picked up a wounded man and brought him in on his shoulders to the lines, when he fell down insensible. When, after many hours, he recovered his senses, I believe, after trepanning, his first words were to ask after his comrade, 'Is he alive?' 'Comrade, indeed, yes, he's alive—it is the general.' At that moment the general, though badly wounded appeared at the bedside. 'Oh, general, it's you, is it, I brought in?' 'I'm so glad. I didn't know your honor. But, if I'd known it was you, I'd have saved you all the same.' This is the true soldier's spirit. Lastly, I would impress on the volunteers the necessity of drill, practice, exercise, and brigade movements. Garibaldi's volunteers did excellently in guerilla movements; they failed before a fourth rate regular army. We trust that our volunteers will never know what real war is; but they will make themselves a reputation to be feared by the enemy, in order not to see that enemy at their own hearthstones."

"FLORENCE NIGHTINGALE."

8. THE ROYAL MILITIA OF CANADA.

(To the Editor of the Spectator.)

SIR,—The toast given by Major General Napier at the dinner to Sir Allan Napier MacNab, was "THE ROYAL (not 'loyal') MILITIA OF CANADA," and it will be interesting to your readers, to learn the origin of so distinguished and honorable a title.

His late Majesty, George the Third, was so gratified and impressed with the gallant conduct of the Militia of this Province during the war of 1812 and '13, that he proclaimed them as "the Royal Militia of Canada," and further that their facings should be "Royal blue."

Hamilton, Feb. 17, 1862.

I am, Your obed't serv't,
CANADENSIS.

9. OUR GALLANT VOLUNTEERS.

Hurrah for England's true-born sons!
Who at their country's call
Have bravely rallied round her flag,
To defend it or to fall;
Whose willing word to grasp the sword
Has hushed the nation's fears;
And claims her thanks, the noble ranks,
Our gallant volunteers!

They may talk of foreign countries,
With all their countless hosts;
But where's the foe who dares to show
His face upon our coasts?
Our aged sires may sleep secure,
Our mothers cease their fears,
While in the land there is a band
Like the gallant volunteers!

How proud must be our gracious Queen,
To know, what'er may come,

That she may slumber all serene,
Within her island home!
For hearts of purest loyalty,
In peasant lads and peers,
Inspire us all to fall or stand,
With the gallant volunteers!

When England's fame was tottering,
Long many years ago,
On every sea an enemy,
On every shore a foe—
Up rose a host to guard our coast,
And quell the people's fears;
Then to the "blue" none were more true
Than the gallant volunteers!

Long life to Queen Victoria,
And to that noble band
Who'd bravely come from every home
To guard their native land.
And as they march—should duty call—
We'll greet them with three cheers,
When side by side, their country's pride,
Are our gallant volunteers!

II. Biographical Sketches.

No. 23.—THE HON. W. H. MERRITT.

It is our painful lot to record the death of the Hon. William Hamilton Merritt. This lamented event took place on Sunday morning, the 6th ult., on board the steamer *Champion*. Mr. Merritt had reached Montreal, on his way to the sea-side, when he was seized with paralysis; and though he recovered so far as to be able to dictate letters of business, yet it was considered advisable that he should return home, and accordingly on Saturday morning he was carried on board the *Champion*. He was able to converse during the day, but as night drew on it became apparent that his end was nigh, and at two o'clock on Sunday morning he passed away, as the steamboat was passing through one of the St. Lawrence canals. There is a singular fitness in the fact, that he to whom we owe the Welland Canal—and in fact the construction of most of the canals of the Province—should breathe his last while passing through one of them on his way home! Mr. Merritt had just completed his 69th year. His death causes a vacancy in the representation of the Niagara District in the Upper House.

We subjoin the following remarks from the *Globe*. The Hon. Mr. Merritt was the son of one of those brave and self-denying men who, upon the breaking out of the American revolution, adhered to the principles of their forefathers, and sought a home in the then wilderness of Canada, in which they could maintain their allegiance to the Crown and country of their love. Mr. Merritt was one of the best specimens of the descendants of that noble band of pioneers—the United Empire Loyalists. He was first brought into notice by the active part he took, as an officer of the Canadian Militia, during the war of 1812, while a very young man. Some years later, fired by the example of DeWitt Clinton and the other projectors and promoters of the Erie Canal through the State of York, Mr. Merritt conceived the design of uniting lakes Erie and Ontario by the Welland Canal. It is not our purpose to dwell at length upon the manifold difficulties which Mr. Merritt encountered in carrying his project into completion. We trust that these labours will be recorded in a suitable form from the materials which must remain in possession of Mr. Merritt's family. They will form a most interesting view of the progress of a very important work, and a lasting memorial of possibly the most useful citizen whom Canada has ever possessed. It was not simply that Mr. Merritt, almost single-handed, overcame the prejudices and pecuniary obstacles encountered in constructing the Welland Canal; he also wielded an immense influence in securing the completion, on a great scale of the connecting links of the St. Lawrence navigation necessary for the full development of our carrying trade; and it may be said that in every important step taken during the last forty years, to develop Canadian commerce, he took an active share. Although accustomed to entertain schemes much in advance of his contemporaries, which frequently had the appearance of being chimerical, he was nevertheless eminently practical in his mode of carrying out his plans. A more remarkable combination of the apparently impracticable with the actually practicable, was never seen. No obstacle daunted him. Earnest and laborious, though without any charms

of manner, he brought all classes of men under his influence; and however disposed at first to ridicule or oppose his projects, whoever came within his reach almost invariably became his supporter. There cannot be the slightest question that in the main, his projects took their rise in an exalted desire for the public weal, and that he was a genuine benefactor of his country. He saw the Welland Canal rise through all its stages, from the original plan of petty locks of timber, to its present magnificent proportions. He saw it crowded to repletion with the vessels of both nations,—the American people paying tribute to the enterprise of Canada. He witnessed the immense development which its construction gave to the section of country through which it passes, in which his own personal interests lay, and more especially the striking prosperity of the town in which he resided, and which he may be said to have created. Having accomplished so much, Mr. Merritt might well have reposed upon his laurels; but his was not a nature to seek inglorious ease, even in advanced years. He devised and carried through to completion the Welland Railway, which he contended would be, instead of a rival, an assistant to his greater work. He involved his personal fortune in the completion of this enterprise, and it is probable that the difficulties he thereby encountered hastened his end.—*Cobourg Star*.

The funeral of the Hon. Mr. Merritt was the largest that has ever taken place in this part of Canada, and the attendance was from all parts of the country. The day was religiously observed as a day of mourning, every store and workshop in the town being closed, and the vessels passing through the canal had their flags half-mast high. There were between 150 and 200 carriages in the procession, which extended the whole length of St. Paul Street from Yale Street. The pall-bearers were Sir J. B. Robinson, Bart., Sir A. N. McNab, Bart., Chief Justice Burns, Colonel Gregory, Colonel John Clark, J. Keefer, Esq., R. Woodruff, Esq., and G. Wright, Esq. The Rev. Dr. Atkinson read the funeral service of the Episcopal Church at the grave side, and one of Canada's greatest men passed from our sight for ever.—*St. Catherine's Journal*.

III. Papers on Practical Education.

1. TOWNSHIP SCHOOL CONVENTION.

The following letter addressed by Alexander McLean, Esq., Local Superintendent for the Township of Nelson, suggests such an excellent scheme for the successful operations of the Township School Conventions, that we insert it in this number of the *Journal* :—

Plan for a Township Convention of Common Schools, proposed to be held on September 30th, 1862, at 10 o'clock, a.m., in the Town Hall, Nelson :—

I. Teachers, Trustees and heads of families being associated with them, to examine their own schools previously and to report on the above named day, in writing the statistics of their schools since the beginning of the year. 1. Those pupils most proficient in all the branches studied by them, naming two, first and second best. 2. Those most proficient in any of the branches studied, first and second best. 3. Those making the most progress in all the branches studied, since the beginning of the year, first and second best. 4. Those having made the greatest progress in any branch, since the beginning of the year, first and second best. 5. Those most regular in attendance, neatest, orderly, mannerly, and best behaved either in or out of school, first and second best.

II. Teachers, Trustees, and parents to meet with such reported pupils at the above named time and place for their examination and competition for prizes.

III. Prizes in books to be awarded :—

1. To the first and second most proficient in all the subjects taught. 2. To the first and second most proficient in any of the subjects taught. 3. To the first and second who have made the most progress in all the branches studied since the beginning of the year. 4. To the first and second who have made the greatest progress in any branch studied since the beginning of the year. 5. To the first and second most regular in attendance, neatest, orderly, and of the best behaviour in and out of school. 6. To the first and second Teachers shewing the largest average attendance in proportion to the number of pupils on the Register. 7. To the Teachers first and second best in cultivating vocal music in their schools.

IV. Subscriptions for prizes to be solicited by the Teachers and the pupils whom they may appoint, and to be transmitted to the Township Treasurer, not later than September 20.

V. The examiners to be the Ministers, Magistrates, Council, Teacher and Superintendent of Nelson.

2. MAP DRAWING IN THE BOSTON SCHOOLS.

In the Girls' High School, we listened with much interest to an animated impromptu discussion, sustained by several of the pupils, upon the best method of teaching the alphabet. The results of their own observation were adduced in support of favorite theories, difficulties were freely suggested and readily met, and the same evidence was afforded here, as elsewhere, of minds accustomed to vigorous and continued exertion. A recitation in geography which we witnessed in this school may be worth a somewhat detailed description. The lesson was the coast of Europe. The latitude and longitude, in degrees and minutes, of some forty places,—capes, mouths of rivers, etc., commencing at the north-eastern extremity of the coast and following it around to the west, south, and east, had been written down by the teacher in a blank book and given to the class by dictation. A brief description of the physical features of the coast had also been given. The blackboard at the side of the room was divided into a number of spaces, perhaps three feet wide, and a pupil sent to each of these, who in a short time, without the use of a ruler, drew parallels and meridians, employing straight or broken lines instead of curves, and locating the lines at proper distances apart according to a scale which had been established, of so many inches or parts of an inch to a degree. Another set of pupils designated by means of dots the location of the points whose latitude and longitude had been given. Another set drew through these points the outlines of the coast, and one of the number recited, as she drew, the description of the parts about which she was engaged. While the drawing was proceeding in silence at the board, the rest of the class was occupied in reciting with great fluency the list before mentioned, one individual giving the first place on the list with its location, her neighbour the next, and so on. Maps are afterwards drawn upon paper with remarkable neatness and care, entirely from memory.—*Massachusetts Teacher*.

3. LAZY TEACHERS.

Many say that if a person is too lazy to do anything else, he is just the man to teach school. We do not believe that any but those nearly if not quite fools naturally, or others too lazy themselves to exercise their powers of intellect, think this; and we do not know what causes people to talk this way, unless it be that those who do, think there is no other occupation than that of teaching, that has so many indolent followers in it. We do not agree exactly with such; but that there is no profession having more is an extremely humiliating, disgraceful, but equally undeniable fact. The extensiveness of this indolence among teachers, is not so worthy of consideration as the quality of the sin. The ministerial excepted, there is no other calling, the neglect of the duties of which is deserving to be so much dreaded as is that of teaching. This idea is as old as the hills, and admitted universally. If a lawyer fails to prevent the administration of justice in a case by being indolent, very good; if he fails to secure it, the result is bad; but what is the consequence of his neglect, compared with that of him, whose influence good or bad, operates not only upon the few, comparatively speaking, that may be the direct subjects of his suasion, but through them also upon thousands, perhaps of others; and which may extend to the future world?

We call any teacher an unfit one, who fails to come up square to this standard—the ability to keep his pupils so employed in school as to secure their utmost possible attainment. To secure this utmost possible attainment, requires the most incessant watching, and unwearied efforts in assisting—an amount of activity, in connection with other qualities, that but few possess. All the positions in Colleges that have been filled, all the titles of A. M., &c., that have been granted, in the universe, do not, alone, confer it. It must be in the man. Scholars imitate to a great degree the habits of the instructor. Here is another reason why the pattern should be a good one, in quickness of action. If, however thorough or advanced his book wisdom may be, he does business in a long-measure, half-awake style, many within his charge will try to do likewise, and those at all disposed will succeed, as nature probably would if unassisted; certainly she would, aided.

School Trustees, we are certain, do not consider sufficiently this all important feature of energy in making selections; neither do the patrons of private schools, in their choice.—*Bradford (U. S.) Argus*.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Victoria, chap. 64, has

granted to the under-mentioned Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada :

"107. The Chief Superintendent of Education, on the recommendation of the teachers in the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked; but no such certificate shall be given to any person who has not been a student in the Normal School."

The certificates are divided into classes, in harmony with the general programme, according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate.

Each certificate is numbered and recorded in the Register of the Department, in the following order :

Twenty-seventh Session.—Dated 15th June, 1862.

MALES.

First Class.—Grade A.

- 1436 Glashan, John (1175.)*
1437 Munson, Charles Francis.
1438 Wood, Benjamin Willis (1866.)

First Class.—Grade B.

- 1439 Barefoot, Isaac (1081, 1247.)
1440 Clare, Samuel (984.)
1441 McDiarmid, Donald (1871.)
1442 Ross, John Cameron (1856.)
1443 Van Slyke, George Washington (1878.)

First Class.—Grade C.

- 1444 Brine, Henry James (718, 994.)
1445 Cork, George (1868.)
1446 Hunt, Robert.
1447 Kiernan, Thomas (1090.)

Second Class.—Grade A.

- 1448 Campbell, John Munro.
1449 Griffin, Walter.
1450 Hall, Samuel Pollard.
1451 Hilliard, Thomas.
1452 Hutchison, William.
1453 Maloy, Hiram (1878).
1454 Millar, John.
1455 McCausland, William John.
1456 MacPherson, Finlay.
1457 Robertson, John (809.)
1458 Schmidt, John Henry.
1459 Scollon, John.
1460 Willis, Robert (1896.)

Second Class.—Grade B.

- 1461 Allan, Absalom Shade.
1462 Anderson, John.
1463 Green, Philip.
1464 Langdon, John.
1465 Metcalf, Hiram.
1466 Miller, John.
1467 Monkman, James Matthias.
1468 Morton, John Brown.
1469 McCausland, Robert.
1470 McEachern, James (1888.)
1471 McIntosh, Angus.
1472 McLaren, Alexander.
1473 McPherson, Moses.
1474 O'Grady, Patrick John.
1475 Powers, Henry.
1476 Sullivan, Daniel.
1477 Tapecott, Samuel.
1478 Taylor, Walter.
1479 Thompson, Charles.
1480 Thompson, Matthew.
1481 Trendgold, Mantion.
1482 Ward, James Henry.
1483 Wilson, Edward Sutton.
1484 Wilson, William.

Second Class.—Grade C.

- 1485 Boldrick, Richard Henry.
1486 Summers, George.
1487 Wager, Reuben Lewis.
1488 Welsh, John.

FEMALES.

First Class.—Grade A.

- 1489 Beckett, Emma (1232, 1299, 1399.)

First Class.—Grade B.

- 1490 Roddy, Sophia Louisa (1400.)
1491 Clark, Sarah Haley (1401.)

First Class.—Grade C.

- 1492 Col'ar, Leonora (1408.)
1493 O'Flaherty, Anna Maria (1320, 1413.)
1494 O'Neil, Margaret (1420)
1495 Smith, Sarah (1428.)

Second Class.—Grade A.

- 1496 Anker, Mary Anne.
1497 Brown, Sophia Georgiana.
1498 Buchan, Mary.
1499 Hardie, Ellen (1418.)
1500 Roberts, Sarah Anne.
1501 Rogers, Christina (631, 761, 1043.)
1502 Taylor, Susannah.

Second Class.—Grade B.

- 1503 Acres, Jane.
1504 Armstrong, Mary Elizabeth.
1505 Bates, Mary Jane.

EXPIRED CERTIFICATES.

The certificates of the *Second Class, Grade C*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. In the *Journal of Education* for July, 1860, for February and July, 1861, and February, 1862, list of the certificates which had expired up to those dates were published, and the following list shews those which expired on the 15th of June, 1862:—

MALES.

- | | |
|------------------------------------|-----------------------------|
| 1285 Devlin, John. | 1289 Reid, George. |
| 1286 Howland, Francis Lamb. | 1290 Rundle, Richard Folly. |
| 1287 Jackson, Henry Harry. | 1291 Taylor, Henry Goodwin. |
| 1288 Obtained First Class C. 1855. | 1292 Windsor, Francis. |

FEMALES.

- | | |
|-------------------------------------|-------------------------------------|
| 1328 Obtained Second Class B. 1414. | 1329 Obtained First Class C. 1404. |
| 1324 Beam, Rebekah Ann. | 1330 Love, Mary Anne. |
| 1325 Burk, A. A. | 1331 McDougall, Elizabeth. |
| 1326 Crawford, Agnes. | 1332 Parrott, Amanda. |
| 1327 Cruickshank, Margaret Fawna. | 1333 Obtained Second Class A. 1410. |
| 1328 Obtained Second Class A. 1411. | |

Certified,

ALEXANDER MARLING,
Registrar.

Education Office, June, 1862.

5. KINGSTON OBSERVATORY.

The excellent retracting telescope, executed by the celebrated Dollond, and presented to the Kingston Observatory by Hon. J. A. Macdonald, will be of great service in connection with the lectures in the Observatory. There is good ground for hoping that this gift will be followed up by such contributions throughout Canada as will suffice for the purchase of a transit circle, which is necessary to give to the institution a national character. The instrument, according to the estimate furnished by the Astronomer Royal, will cost about £500 sterling—a small sum if divided among the chief cities of Canada. It is intended for purely scientific purposes, and not for the popular instruction of the citizens of Kingston, so that it is but fair that the expense should be borne by the province at large. It is satisfactory to learn that some of the leading citizens of Montreal have already agreed to bear a fair proportion of the expense. Kingston has already contributed liberally to the local objects of the Observatory, but a further effort may be looked for in order to put the institution on such a basis that it will rank with the Observatories of Europe in advancing the boundaries of Astronomical Science. The transit circle is the grand fundamental instrument of every Observatory, and cannot be dispensed with. Government has already contributed to the Observatory, but it is reasonable that further support should be given only on the condition that the people themselves do something.—*Kingston News*.

6. KINGSTON COMMON SCHOOL LIBRARY.

Since the removal to the commodious and convenient premises now occupied by the Library, it has been steadily improving in usefulness.

The statistical report annexed will shew the number of volumes taken out, and the nature of these volumes. It is very pleasing to find that works of an important character are so much read in Kingston, there being an increase in the proportion of books of biography, history, travels and literary essays applied for, while at the same time the proportion of novels, tales and stories has decreased.

The cultivation of a taste for useful and profitable reading is admitted to be of the greatest importance, and especially is this the case in a new and rapidly growing country such as Canada, where the majority of the population have generally to work harder and for a larger period of each day than in Great Britain. It must be remembered, too, that Canada has not yet the great advantages enjoyed by those in older countries of easy access to splendid public libraries filled with books of every kind and class. Under these circumstances, the Common School Library is of no small importance to the citizens of Kingston, and has very strong claims upon their liberal support. That the library is gaining in public estimation and usefulness, is proved in a very pleasing way by the fact that its issues are more than double that of last year, and now average 215 volumes per week.

The Librarian, Mr. O'Loughlin, aided by his sons, continues to discharge his laborious duties with the utmost zeal and fidelity. The present highly creditable condition of the library, as well as the universal satisfaction expressed by those who avail themselves of its privileges, are in a great measure due to the unwearied diligence of the efficient officer in charge.

* The figures in brackets indicate the number of a previous certificate obtained by the student named.

Days of issue, Mondays and Fridays, 6 to 8 p. m., Saturdays 3 to 4 p. m. Average issues—on Mondays and Fridays each 91, Saturdays 33. Total weekly issues, 215. Increase of weekly issues over 1861, 115 per cent. Total volumes issued in 1862, 22,360.

Of the works issued the percentage of subjects is as follows:—

	1861.	1862.		1861.	1862.
Biography	10	12	Philosophy & Science.	12	12
Novels	5	3½	Poetry	4	3
Narratives	8	7	Natural history	2	1½
History	5	6½	Tales and Stories	47	45
Travels	4	5	Literary Essays	3	4½

The borrowers in 1861 were—Youths, 45, adults, 55. In 1862 youths 49, adults 51. Volumes in library in 1861, 1,830; in 1862, 2,134.

Mr. Paton presented a report from the Library Committee, recommending that Certificates of Honour be awarded to pupils under the following regulations:—

I. That Certificates of Honor be awarded annually at the examination, immediately before the summer vacation, to such pupils as shall be presented by their respective teachers, and approved by the Local Superintendent, for having excelled in regularity and punctuality of attendance during the year, combined with the absence of any infraction of the printed rules and regulations of the schools.

II. That these Certificates be conferred by the Chairman of each school visiting Committee in presence of the whole school, and that the names of the pupils so distinguished be published.

III. That these Certificates be granted to those pupils only who have not been once absent or late during the year, unless such absence, to the extent of ten minutes, shall have been occasioned by sickness or other unavoidable cause, to be certified in writing by the pupil's parent or guardian, and approved by the Chairman of the school committee.

IV. That a copy of the regulations under which the Certificates of Honor are granted be hung up in each school room, and read once a month to the whole pupils.

7. SUNNIDALE SCHOOL LIBRARY.

A correspondent writes as follows:—The books have arrived in good order, and great satisfaction is expressed by parties who have examined the selection of books made by the Department.

IV. Papers on Natural History.

1. DESTRUCTION OF BIRDS.

What can be done to stop the madness of destroying birds? * * * In the early spring boys were birdnesting all over the country. In a multitude of townships there is a standing offer of rewards for birds' eggs; and thousands of dozens have this spring been paid for within an area of two or three parishes. Where no such inducement exists there has been the same plunder; and long rows of speckled eggs are hung in cottage windows, and over the fire places, under the approving eye of the farmer, if not of the curate and the squire. As the season advanced, and the bloom of our fruit trees afforded as fine a promise of fruit as ever was seen in this country, the war against them became very animated. They were accused of having sometimes, after very severe winters, eaten out the heart of fruit buds; and if they were left alive, they would eat the juicy shoots of young peas, and hereafter some of the peas themselves, and cherries and black currants; so not only have the guns been heard popping in many country parishes, but men have shewn themselves in markets and fairs, all hung over with strings of dead finches, and robins, and thrushes, and sparrows, as an advertisement in their line of business. Members of sparrow clubs have met and awarded prizes, and dined, and drunk destruction to the order of birds. One prize winner, the other day, boasted of having killed 1,860 sparrows in the course of the year. A lady, meantime, had at one stroke killed, with strychnine, 800 small birds in her own garden; and if one owner of a garden has done such a thing, how many more may have lessened the number of our winged friends? The discovery of the efficacy of poisoned grain in killing off the birds has wrought prodigiously. One rookery after another has gone to destruction—the birds dropping in their flight, and lying dead all over the lawns and fields, while their young are starving in the nests. There has been silence in many lanes and coopes formerly all alive with songsters; and travelled men have observed, in some part of the country, that it was becoming almost like France for the scarcity of birds.

This is a part of the picture of this year; but it is not the whole.

In the same districts there are now scores of old women and boys employed in trying to save the fruit from the caterpillars. There are more weeds than ever in the fields and gardens, because the weeds never were so rampant. While there is all this picking of grubs and caterpillars, and rooting up of weeds the country gentlemen and ladies are declaring that they must give up gardening, on account of the overwhelming increase of the wireworm and other vermin.

The mice devoured the bulbs, so as to entirely spoil their spring show of flowers; and now, between the wireworm, aphides, grubs, caterpillars, and the prospects of wasps, there is little encouragement to gardeners. There never was anything like that plague of insects in former years. The farmer smiles grimly at these distresses of the gentry, for what are they compared with his? If they would look at the whiteworm and the wireworm, and the fly (as it will be presently) in his fields, they would be ashamed of complaining of injury to mere flowers and fruit. His prospects are too like that of the French farmers when the practice of killing off birds brought three bad harvests in succession (1853-56). In one of those years the wireworm destroyed, in one department alone, £160,000 worth of corn, and at that rate we shall have to pay, very soon, if we allow ignorant men, and ladies, and boys to destroy the natural check upon insect ravages.

Most of the birds that we are hunting out of life eat both insects and grain; and some take to fruit; but their attacks upon the fruit are more useful in destroying the insects that were there already than mischievous for their own sakes. These birds eat more seeds of weeds than of corn so that we have a plague of weeds as well as insects when the birds are destroyed.—*London News*.

2. WANT OF SMALL BIRDS.

The want of small birds is felt in England as well as elsewhere, caused by a wanton and wicked destruction of them. The following is a letter which appeared in a late number of the *London Times*:—"The spring proves the importance of the question whether our small birds shall be preserved or exterminated. This year the caterpillars were never known to be more numerous or more voracious. In many districts the small fruit is almost destroyed by them; and gardeners are forced to employ boys to pick them from the trees. This, of course, cannot be so well done as by nature's scavengers—the birds. But they were never so scarce. In my own garden I have none; and the apple trees are covered with worms of two or three kinds, which have destroyed most of the buds and the young fruit. The effect of the universal tendency to destroy the small birds will be yearly more disastrous, unless active measures are taken to check the evil. At present these useful—nay, indispensable—creatures, are at the mercy of the half-educated; men shoot them, entrap them, and poison them; boys are allowed by their parents to rob their nests, and thus destroy what, in the great scheme of nature, is of more value than themselves. In my own neighbourhood, where, as I have observed, insects of the most pernicious kinds were never more abundant, a lady has, this spring, poisoned with strychnine, at one dressing of her grounds or gardens, no less than 800 birds of various kinds, and she was a few days since preparing for a second *battue*. To counteract this senseless and barbarous destruction of our best friends, by man, woman, and child, I look to the schoolmaster and to the clergy, who, as yet, seem not to have been fully convinced of the importance of the subject."

3. PROTECTION OF WILD BIRDS.

The Hon. Mr. Portman, last session, introduced a bill into the Lower House for "the protection of wild birds." The following are its clauses:—

"No wild birds of any description, except such as are enumerated in chapter twenty-eight of the Consolidated Statutes for Lower Canada, and twenty-third Victoria, chapter fifty-five, of the Statutes of Canada, of birds of prey, shall be shot, hunted, trapped, killed, sold, offered for sale, or had in possession under any pretence whatever, unless it be for the use of any incorporated museum, association, or university, or as live singing birds, the proof whereof to be the party charged.

"No eggs of any wild birds shall be taken or destroyed, except for the purposes of natural history.

"Any offence against any provision of this act shall be punished, on conviction before a Justice of the Peace, by a fine not exceeding twenty dollars nor less than one dollar, in the discretion of such Justice, with costs; or, in default of payment, by imprisonment not exceeding one month; one-half of such fine to go to the Crown, and one-half to the informer.

"This act shall not apply to Indians."

V. Educational Intelligence.

CANADA.

— **DAILY IN THE TORONTO SCHOOLS.**—A committee of the City Board of Common School Trustees has been appointed to inquire into and report upon the expediency of introducing into the city schools such gymnastic exercises, including military drill, as will be unattended with expense to the city rate payers, which was adopted.

— **TRINITY COLLEGE DINNER.**—The annual dinner to the graduates and undergraduates of University of Trinity College, Toronto, took place in the Convocation Hall, on Thursday evening, the 28th ult., at seven o'clock. The Rev. the Provost occupied the chair, supported on his right by Sir John Beverley Robinson, Chancellor of the University, and on his left by the Lord Bishop of Toronto. About seventy gentlemen sat down to dinner. After the usual loyal toasts had been given, the Provost proposed "The Chancellor," to which Sir J. B. Robinson briefly replied, saying that the greater leisure the late changes had given him would enable him to bestow more of his time in the interest of the University. He regretted that the present aspect of affairs was not as encouraging as one might desire for institutions of this kind; but he hoped the time was not far distant when the financial affairs of the country—additionally embarrassed by the serious difficulties which prevail in the United States—would so return to their former prosperity as to show the institution over which he had the honour to preside, as useful and prosperous as we could desire. The Provost then proposed "The Lord Bishop of Toronto." His Lordship rose and said he thanked those present for the hearty manner in which they had responded. He said he had made so many speeches on similar occasions that he felt quite run dry. He would offer a word of advice, however, that his young friends about him would now, in their youth and vigour, live so that in old age they may have pleasure in looking back on a well spent life. He said it was a mistake to suppose that old age was a burden, unless embittered with unpleasant recollections. The Chancellor proposed "The Trinity College Rifle Corps," coupling with it the name of Major Denison. The Major, who appeared in full rifle uniform, responded. After other complimentary toasts, the company separated.—*Leader.*

— **ST. MICHAEL'S COLLEGE.**—The annual literary exercises and distribution of prizes took place in the above institution on Tuesday 15th ultimo. The display was, as usual, highly interesting and entertaining, and reflected much credit both on professors and pupils. Early in the afternoon quite a number of respectable visitors preceded in the direction of Clover Hill; many of whom had the pleasure of observing, for the first time, the improvements lately made on the ground in front of the College. Every one admired the beautiful scenery that presented itself. The broad sloping lawn crowned with verdure, and bordered with green hedges which wound in graceful curves along the walks—the trees and shrubbery on each side—and the rich flower beds arranged with exquisite taste—have added much to the beauty of the site on which St. Michael's stands. And this, when taken in connection with the fact, that the works on the new wing of the building are rapidly progressing, attests alike the prosperity of the establishment, and the determination of the Rev. gentlemen of St. Basil's, to leave nothing undone which might contribute to the health, happiness, and comfort of their students. About 2 o'clock, P. M., the ample hall, which was neatly decorated for the occasion with scenes and appropriate mottoes, began to be filled by the parents and relatives of the young men, besides a considerable number of ladies and gentlemen from the city. The venerable and reverend Clergy sat encircling the stage, over which was inscribed in green letters the word "WELCOME." The boys appeared to be in excellent spirits, and looked quite cheerful at the prospect of receiving the reward of their year's labors, and of returning home to enjoy the pleasures of vacation.—*Freeman.*

— **DEAF AND DUMB SCHOOL.**—The semi-annual examination of the pupils of the Toronto Deaf and Dumb School was held on the 8th inst., in the School-house, Queen Street, when the prizes granted by the committee for the highest number of marks of merit for the past year were distributed by the Head Master.

— **CANADIAN LITERARY INSTITUTE.**—The midsummer term of instruction in this Institute closed on Tuesday last with the usual examination, &c. A very marked improvement is perceptible in the educational character of the students; and those interested in the success of the Academy

look hopefully forward to an increase of pupils and to greater efficiency on the assumption of labours in the term in September.—*Woodstock Times.*

— **THE SIMCOE COUNTY SCHOOL PICT-NIC.**—On the 27th ult. the County School Pict-Nic came off in the Grove of Thomas W. Walsh, Esq., near this town. The day was as delightful as could be desired. About eight hundred pupils were present. They made a very pleasing appearance, and seemed to enjoy the occasion with much satisfaction. Refreshments were varied and abundant—the town pupils having been plentifully supplied by the inhabitants, and the other schools by their respective sections. Col. Wilson, the chairman of the Board of Trustees for Simcoe, the Rev. Mr. Livingston, the Rev. Mr. Ryerson, the Rev. Mr. Blackmarr, of Simcoe, and Mr. Walsh, our county member, delivered appropriate addresses, after which the children were indulged, to their great delight, in some sports and athletic exercises. About five o'clock the proceedings were brought to a close, and all departed to their several places of abode evidently much pleased with what they had seen and heard during the day. We are gratified to be able to state that though the crowd was quite large, no accident happened to mar the festivities of the first County School Pict-Nic ever before held in this county.—*Norfolk Messenger.*

— **COUNCIL OF PUBLIC INSTRUCTION.**—His Excellency the Governor General in Council, was pleased, on the 20th inst., to appoint the Hon. Alexander Tilloch Galt, of Sherbrooke, Louis Léon Lesieur Desaulniers, Esq., M.P.P., of Yamashiche, and Cyrille Delagrave, Esq., of Quebec, to be members of the Council of Public Instruction for Lower Canada, in the room of the Hon. Timothy Lee Terrill, the Hon. Antoine Polette, and François Xavier Garneau, Esq., resigned.

EDUCATIONAL PROCEEDINGS OF THE LATE SYNODS, &c.

CANADA PRESBYTERIAN CHURCH.

KNOX'S COLLEGE.—Rev. Dr. Taylor (in the absence of the chairman, Rev. Mr. Topp) read the report of the Board of Management of Knox's College. They reported that in the senior class in theology the number of students was 7; in the second, 12; and in the first, or junior class, 11; in all, 30. In the senior preparatory class, there were 8 students; in the second, 14; and in the first, 5; in all 27. There were thus 57 young men in training for the ministry at various stages of progress, being, as one of the expected fruits of the union, a considerable increase since last year. The Board further reported that, by the special effort which had been made, the greater part of the sum required to pay off the debt resting on the College building, had been raised and paid over to the parties who held the mortgage, and that, if the congregations which hitherto had remitted nothing to the fund, would each send a moderate contribution, the whole debt would be wiped away. With regard to the ordinary fund, the Board regretted arrears of stipend to the amount of \$1,726 were still due to the professors, besides a further balance against the fund of \$814. The Board called attention to the changes sought for in the University of Toronto, in order that the Synod might take such action in reference thereto as in its wisdom might appear proper in the circumstances.—The Synod resumed the consideration of the report of the Board of management of Knox's College. After some discussion with regard to the arrears of salary due to the Professors,—Rev. Mr. McTavish moved,—“That the Synod remit it to the Finance Committee to take such steps as it may deem best to secure the regular payment of the Professors' salaries.”—Agreed.

Rev. Mr. Drummond moved,—“That the cordial thanks of the Synod be given to the Rev. Alexander Topp for his laborious efforts in devising, and so far carrying out the scheme for liquidating the debt on the College Buildings, and that all proper means be used to secure that those congregations that have not yet contributed to the College Buildings Fund, do their part, so that, if possible, the entire debt may be liquidated this year.”—Agreed.

Rev. Mr. Drummond moved,—1. That the cordial thanks of the Synod be given to the Rev. Alexander Topp for his laborious efforts in devising, and for carrying out the scheme for liquidating the debt on the college building. 2. That all proper means be used to secure that those congregations that have not yet contributed to the college buildings' fund, do their part, so that, if possible, the entire debt may be liquidated this year.—The motion was unanimously adopted.

Rev. J. M. King moved, seconded by Rev. Dr. Thornton, that a special committee be appointed to take into consideration the whole subject of the preparatory and theological education of candidates for the ministry, to consult with the Senate if they deem it necessary, and to report to the meeting of Synod next June.

The motion was carried, and the following members appointed as said committee:—The Moderator, Rev. Dr. Thomson, Rev. Messrs. Caven, Dr. Inglis, Gillespie, Scott, (London), Bondfoot, and King.

The Synod agreed that the Presbyteries shall not send up students to Knox College, in the theological course, out of the order prescribed in the curriculum enjoined by the Synod.

It was also agreed to recommend to the Board of Management of the college, to take into earnest and careful consideration the rate of charges in the college boarding-houses, with a view of having the charges, if possible reduced.

THE UNIVERSITY QUESTION.—Rev. R. F. Burns moved, seconded by Rev. Mr. Cross, "That this Synod instruct the College Board to watch the proceedings of the Legislature in the matter of the University of Toronto, and if they see fit, to petition in the name of the Synod, as well as in their own name, against any partition of the University Fund amongst the denominational colleges. They further recommend Presbyteries and Sessions to take similar action in the event of circumstances emerging to render such action necessary."

Rev. Mr. Kemp then moved in amendment.—"That this Synod resolve to petition the Legislature and the Governor in Council against any appropriation of the funds of the University of Toronto, or for the appropriation of the public funds for the maintenance or endowment of denominational Colleges in Canada West, it being the decided opinion of this Synod that such appropriation would lead to the destruction of our unsectarian system of education in this portion of the Province, and be a grievous injustice to a large and influential portion of the community who cannot conscientiously participate in such grants of money. Appoint also a special committee to watch over any proposed legislation in regard to the above matter, and to use their utmost efforts by petition or otherwise, through the Presbyteries and sessions of this church, to prevent any such legislative proceedings."

After a good deal of discussion, Rev. Mr. Burns withdrew his motion in favour of Mr. Kemp's. The vote was then taken on Mr. Burns' amendment to Mr. Kemp's. *Yeas, 4; nays, 4d.*

RESIGNATION OF PRINCIPAL WILLIS.—Rev. Dr. Willis rose and said that he wished to tender the resignation of his position in the Synod, and his relation with Knox's College. He had carefully thought over the subject, and he was still of the same mind as he had been in the afternoon. He could not but say that his feelings were hurt by some remarks which had been made in the discussion in the afternoon. He had given the subject due consideration, and the result was that he had come to the resolution to lay his resignation on the table.—Rev. Mr. Lowrie moved that the report of a committee appointed to confer with Dr. Willis in regard to his resignation, be received and adopted, and appoint the committee with the Moderator as convener, to continue the conference. If Dr. Willis adheres to his resignation, the Moderator to call a special meeting of the Synod on as early a day as possible for the purpose of taking action in the matter. The motion was adopted.

PRESBYTERIAN CHURCH IN CONNECTION WITH THE CHURCH OF SCOTLAND.

—**QUEEN'S COLLEGE, KINGSTON.**—The report of the trustees of Queen's College was read. The number of students in the various faculties during the past year was as follows, at the close of the College session:—Arts, 39; Theology, 22; Medicine, 85; Law, 7. This shows an increase of five in the Theological Hall, which gives this department stronger claims upon the attention of the Synod. The number of students in the Arts Faculty who have announced their intention to study for the Ministry is 19, so that the Queen's College is now preparing 41 for the sacred office. Through the munificence of a citizen of Kingston, John Watkins, Esq., who has given £1,000 cy. to add a new wing to the Kingston Hospital, a spacious Clinical Lecture Room and Operating Theatre will be enjoyed by this Institution. An important step, which may be expected to exercise a beneficial influence upon the College, was lately taken in establishing a connection between the magnificent Common School system of Upper Canada and the Grammar School of Kingston, now affiliated to Queen's College. A considerable number of Scholarships are offered for competition among boys in the Kingston Common Schools, tenable during their Grammar School course, and several larger Scholarships have been endowed by private individuals from the Grammar Schools of the district to the College. With the view of aiding this movement, and also of improving both schools, the College Preparatory School was amalgamated with the Kingston Grammar School, the practical control of the latter having been

secured to the College. The result so far has been most encouraging. A full and accomplished staff of masters have been secured, and the increase in the number of boys during the very short period which has intervened since the change was effected, justifies the expectation that this important feeder to the College will occupy a high position among the educational institutions of Upper Canada.

Rev. Mr. Campbell moved that the Report now read should be received, and that the Synod record their high gratification of the many evidences of increased efficiency which it discloses, more especially at the facts that there has been during the past season so marked an increase of students in the Theological Faculty, and that several new scholarships have been founded by the munificence of private benefactors; and resolve to regard these evidences of extended usefulness as a renewed call to a more generous support of and more fervent prayer in behalf of this Institution throughout the Church.

The Committee on the Bursary Scheme, in their report, hoped that the good done by this scheme would stimulate the members of the Synod in their exertions to contribute toward this fund. The fund was instituted for the purpose of giving those who have commenced a theological education, and who have not the means of continuing such, aid in so doing.

Rev. Mr. Morrison moved that the report of the Committee on the Bursary Scheme be received and adopted, and that the thanks of this Synod be voted to the Moderator in advancing the Bursary Scheme, which was unanimously adopted.

CONGREGATIONAL UNION OF CANADA.

Much discussion was had in reference to the Congregational College, in consequence of the resignation, by the Rev. Dr. Wickson, of the classical tutorship. The majority of the friends of the institution were evidently disposed to confine the operations of the college to the giving of a theological education only, leaving students to obtain English and classical attainments in the general literary institutions of the country. This course will, doubtless, be ultimately adopted; but in the meantime the College Board is empowered to make interior arrangements, and to report comprehensively at the next annual meeting. Renewed protest and petition were resolved on against the appropriation of University or other public funds to the support of denominational colleges. This topic awakened renewed interest and attention from the recent action of the University Senate, in which Dr. Lillie was said to have concurred, and by which it was proposed that Government aid should be given to sectarian colleges from other than University funds. Allusion having been publicly made to Dr. Lillie's reported concurrence in this scheme, that gentleman entered with some warmth into the subject, but did not disclaim the part attributed to him. It was generally felt that he had not reflected the views of the Congregational body in his action on the University Senate, and much regret was expressed that any seeming compromise should have been made on so important a matter.

WESLEYAN METHODIST CONFERENCE.

—**WESLEYAN FEMALE COLLEGE, HAMILTON.**—The Rev. S. D. Rice introduced the subject of the Wesleyan Female College in Hamilton. The report of the Directors and that of the Governor were read and various information respecting the opening, progress, and present state of the institution was given, from which it appears that though in its infancy it has already attracted a degree of attention, and received a measure of support which augurs well for its future usefulness and success. Such an institution has long been a desideratum in the denomination. Ample provision has been made for the education of the Methodist people in the University of Victoria College, but up to the time of the establishment of the Hamilton Female College, though several ineffectual efforts had been made in that direction, sufficient provision had not been made for the education of their daughters. This reproach has at length been taken away, and the Hamilton Institution, it is confidentially believed, will prove all that can be desired in a College for the education of ladies, and a career of usefulness awaits it no less marked than that which has attended Victoria College. For this the character of Principal and teachers, and of the gentlemen entrusted with its management and direction, afford the amplest security. There is a determination to spare no pains or cost that may be necessary to make it at least equal to any institution of the kind on this Continent. The Rev. Mr. Davis having been appointed Moral Governor of the College, made a suitable acknowledgement to the Conference for this mark of their confidence in him.

—**VICTORIA COLLEGE.**—The Rev. Dr. Nelles presented a highly satisfactory

report in regard to the condition and prospects of Victoria College University, which was unanimously adopted.

In an address presented to His Excellency the Governor General, by the Wesleyan Conference, the following reference to education occurs:—To establish and mature a system of popular education in Upper Canada, we have permitted one of our own members to devote himself nearly eighteen years, and we feel how well that system of day schools accords with the circumstances of the country, where the children are under the daily and weekly care of their parents and pastors in regard to their religious instruction and duties. Upon the same principle, in the higher branches of education, for the acquisition of which youth must leave their parents and pastors, we believe the home and pastoral oversight and instruction should be provided in the Constitution and Administration of the College to which such youth are sent. While, therefore, we admit the wisdom and justice, upon the ground of equal rights to all classes, that liberal provision should be made by the Legislature for that class of the community who desire to have their sons without paternal or pastoral oversight during their course of collegiate education, we think that provision equally liberal should be made for the larger class or classes of the community who erect their own colleges in order that their sons may be under religious oversight while they pursue the national curriculum of collegiate education, and are subjected to a national standard of examination. It is under the influence of such convictions of duty, that we have established a College, which has already sent forth many hundreds of educated youths, and which with similar Colleges, we believe is entitled to liberal and permanent endowment by the legislature.

To this part of the address his Excellency replied as follows:—

I am glad to find that you express your adhesion to the principle that the money appropriated by the Legislature for the purposes of education should be applied without distinction of creed or class, and I trust that the sacrifices which the tax-payers of Canada are making for the promotion of education may insure to them a large return of moral and material improvement. You will not expect me on the present occasion to give any opinion on subjects which may become matters for discussion in the Legislature of the country, but I may be permitted to say that in the arrangement of the system of education, every facility should be afforded to parents and pastors to enable them to supply the religious element.

CHURCH OF ENGLAND SYNOD—DIOCESE OF TORONTO.

SECOND DAY—DISCUSSION ON SEPARATE SCHOOLS.

The Rev. W. S. Darling presented the Report of the Committee of the Synod on Separate Schools, as follows:—

Your committee beg to report that having been in communication with the Chief Superintendent of Education, they learned that a bill has been prepared by him for the amendment of the existing school law, in which the just claims of the United Church of England and Ireland to the control of her own schools in cities, towns, and incorporated villages had been recognised and provided for as far as deemed practicable under existing circumstances.

As the general provisions of the aforesaid Bill had been submitted to his Lordship the Bishop, and had met with the approval, and further, had commended themselves to the judgment of those members of your committee who had the opportunity of considering them, and as, moreover, your committee understand from the Chief Superintendent that he had reason to believe that the bill would be brought in as a Government measure, they felt, under the circumstances, that no further action on their part was required. In consequence, however, of the severe illness of the Chief Superintendent, and his inability to be present at Quebec, his proposed bill has not been brought forward, and a member of the House has introduced a private measure intended to afford additional facilities for the extension of Romish schools.

Your Committee would therefore recommend that petitions on the subject similar to those previously prepared by the Synod be again presented to the several branches of the Legislature, and that the attention of the members of our communion in Parliament be earnestly drawn to the duty and necessity of endeavouring to secure for the Church of England and Ireland the same educational advantages as are accorded to the Church of Rome.

Mr. J. G. Hodgins objected to the adoption of the report, as it did not embody a corrected statement of the nature of the bill submitted to the Government by the Chief Superintendent of Education, and to which the report refers. He thought some expressions in the report were calculated, probably unintentionally, to mislead this Synod. The "just claims of the Church of

England were said to have been conceded by the Chief Superintendent of Education in a bill he had prepared and submitted for the consideration of the Government. This, as a matter of fact, he thought, was not quite correct. He had in his hand a copy of that bill, and the words "Church of England" did not occur in it at all. Even the words "Separate Schools" did not occur in it. But it was simply proposed in that bill to meet a want and to supply a deficiency in regard to vagrant children, which was felt in all the cities and towns. He intended, at a future stage to move an amendment to the motion of which Dr. Bovell had given notice, but for the present he would content himself with giving the explanations he had submitted, because he thought the report did not correctly represent the Chief Superintendent as to the laws he had embodied in the Bill.

Rev. Dr. Fuller said it appeared to him that by this Bill they were to get what they desired, although covered up under other terms. Rev Mr. Darling said that, in drawing up the report, he had no right or reason to bring forward the private motives or objects of the Chief Superintendent, but in conceding these schools to all denominations, he had unquestionably conceded to the Church of England what they conceived to be its just claims. If, however, any modification of the language of the report would make it more acceptable to Mr. Hodgins or the Chief Superintendent, he should be happy to make such modification. Mr. Hodgins moved that the report be referred back to the Committee to make the necessary modification. Rev. Mr. Darling—Add to the motion, that Mr. Hodgins be joined with the committee. Mr. Grover of Colborne strongly disapproved of their seeking facilities for the establishment of Separate Schools in connection with the Church of England, and urged that the fostering of Sunday Schools was a much better mode of securing the religious education of their children.—Mr. Hodgins' motion was agreed to.

Mr Hodgins gave notice that he would move as an amendment to the resolution on the notice paper to be moved by Dr. Bovell, and seconded by Rev. Mr. Darling.

SEPARATE SCHOOLS—THIRD DAY.

Dr. Bovell moved the following resolution:—"That a respectful memorial be again presented to the Legislature, setting forth the continued desire of the Church of England and Ireland in Canada to have separate schools in cities and towns, as stated in the resolution adopted by the Synod of June, 1861.—"That a Committee consisting of seven members be appointed to consider what means can best be adopted in addition to petitions to the Legislature to secure to the United Church of England and Ireland the right of having separate schools in towns and cities where their establishment is desirable, and their maintenance is practicable."

"And further to respectfully remind the Government that they seek not any improper interference with the common school system as established by law, but claim to be entitled to the same privileges and to have a similar measure of justice meted out to them as members of the said church, as have been accorded to their Roman Catholic fellow countrymen."

He said he felt a very great responsibility in bringing this question before the Synod, because he was aware his intentions might be misinterpreted, and it might be considered that he was dealing with a question which was of a party and political character. This was not the case. He viewed education as a great moral and social necessity, and treated the question as referring entirely to the moral and social state of the country. He and those who acted with him had no intention to do anything to destroy or improperly to interfere with the system of education as established in Upper Canada. But as churchmen and free-born Englishmen, they had a right to express their opinion on what they considered the defects existing in the system. He thought it unwise for a Government to force upon any large number of the people a system either of instruction or anything else, which was distasteful or prejudicial to the interests of that class. Having made these preliminary remarks, he should endeavour to state as briefly as he could in what respects the system was not acceptable in its present shape to a large number of the members of the Church of England, and in what way he conceived it could be improved and altered, so as to be worked harmoniously with the feelings and desires of the people. In the opening sentences of the Word of God, we read that utter and intense darkness was on the face of the creation, and that it was the Spirit of the great Jehovah which brooded over the darkness, and let in light to dispel it. There was a time too in England when gross darkness covered the land, and to dispel it men stood forth, holding up the word of the living God, and proclaimed, "let there be light," and there was light. The leaders of that movement did not seek first of all intellectually to enlighten the people, nor did they appeal to the Legislature to send the

schoolmaster abroad, merely with intellectual weapons to dispel the gloom and darkness. No; but these heroes of the Reformation stood forth, holding up the Word of God as a light to the people. And, having that inheritance, the members of this church should be very careful how they committed themselves to any system of education which did not recognize the Word of God as its primary standard. He admitted that it was the duty of the Government to see that the people should be educated, from the highest to the lowest. He agreed also that in a country like ours it was not for the Government to dictate to the people what the precise mode of their religious teaching should be. But he could not agree that the Government had a right to interpose and say that the amount of religious instruction should be limited, and compel those who would desire to give religious instruction, to accord all their support to schools entirely under the influence of the Government. Dr. Bovell went on at considerable length, and with much ability, to elaborate the principles on which he claimed Separate Schools for the Church of England.

Rev. Mr. Darling seconded the resolution. He said it was now universally acknowledged that the present system of Common School education in towns and cities was a failure, in a certain respect, inasmuch as it did not reach the class for whom the system of free education was primarily intended. The numbers of ragged and filthy children, the Arabs of the streets, whom we met going through the city, showed that that class was not reached. The Chief Superintendent was entitled to every imaginable credit for his anxiety to make the system of education in every way effective, and, in proposing to provide education for these poor children he admired the Chief Superintendent's Christian spirit, which said "No" to the people who asked for a compulsory law, and preferred to call in the influence of Christian principle. In the proposition of the Chief Superintendent, no distinctive recognition was given to the Church of England as a separate body, but an appeal was made to the Christian philanthropy of all Christian men. He (Mr. D.) was not altogether content with that measure. He did not see why they should receive assistance, only to provide education for paupers, and not for the middle class and those who used the Grammar Schools. But he would not enter on that point. He was rather disposed cheerfully to accept any concession; first, for the sake of the poor children themselves; and then because of the impetus it would give to the benevolent spirit of the best of their own people. What they wanted to show was that their Christianity was a practical thing. An opportunity would be given to benevolent people to come forward and assist such schools, and to establish in connection with them clothing societies, shoe clubs, and all that sort of thing, to put the children in a position that they could attend the schools. It might be said that any such proposition would increase the already heavy burden of taxation. Of course, if education was given to the poor children not now educated, there would be a certain amount of increased expense, but if they believed in the leavening principle of Christianity, could they doubt that before a generation passed away, they would save even pecuniarily by the introduction of such a system, in the diminished expense of our goals and the administration of justice. He admired the efficiency with which our present school system was conducted, but he could not pretend to be an admirer of the principle on which it was based. He could not commit himself to a principle which ignored the grand foundation of God's blessed Word. But he thought they should not oppose such a suggestion as that contained in the Bible read yesterday, when it came from gentlemen who took the deepest interest in that school system, which he and those who shared his views, it was said, were trying to undermine.

Mr. J. G. Hodgins said he wished to offer a few observations in reply to the gentleman who had preceded him. He might be permitted to give a brief historical retrospect of the question since the first provision for Separate Schools was introduced twenty-one years ago, applying both to Upper and Lower Canada, but chiefly designed to apply to the latter. The words used were "Dissentient Schools," and the foundation of the Separate School provision of our law was designed primarily for the protection of the Protestant minority of Lower Canada. One law on this subject, applicable to both sections, was not found to work satisfactorily, and in 1843 a law was passed providing for Separate Schools in Upper Canada. In 1847, Boards of Trustees in cities and towns were empowered to determine the number and description of schools, and to decide whether they should be denominational or mixed. In 1850, the law was revised, and provision was made for the establishment of Separate Roman Catholic and Coloured schools. In 1855 an Act was passed, applying exclusively to the Roman Catholics, but not with the concurrence of the Chief Superintendent. He

agreed that our system of public instruction should be based on Christianity. He maintained that it was so to the fullest extent. Provision was made for the schools being opened with prayer and the reading of the Scriptures. In 2,381 of the 4,019 Common Schools the daily work was opened and closed with prayer; in 2,879 the Scriptures were read daily. But the Church of England claimed further, that religious instruction should be given according to her standard. Provision also had been made for this, by the regulations issued two or three years ago, allowing clergy men to come to the schools and give religious instruction to the children of their own persuasion for one hour a week after school hours. (Derisive laughter.) Dr. Bovell had referred to the disobedience of children in this country. Was this the fault of the Common Schools? He asked gentlemen to look at that card over the door of this room, emanating from the Department of Public Instruction, the last thing which children saw on leaving school was the injunction, "Honour thy father and thy mother." (Hear, hear.) When they entered the school they saw that other precept, "Fear God and honour the King." (Hear, hear.) Of the Common School teachers, 800 were members of the Church of England, 1,250 were Presbyterians, 1,250 Methodists, 230 Baptists, and 85 Congregationalists. All these were united in conferring upon the country the advantages of a sound religious and secular education. (Derisive laughter.) All clergymen, too, were visitors of the Common Schools. Mr. Hodgins then referred to the argument that because Roman Catholics had separate schools the Church of England should have them. Was the principle of separate schools in itself right? If it was not right—(cries of "It is right.") The laity of this country differed from them as to that. They did not think it was right; and if it was wrong for the Roman Catholics, it was wrong for the Church of England, and two wrongs could not make a right. The Roman Catholic standards, however, differed *in toto* from the standards of every Protestant denomination, and that distinction was recognized by the School Law. But to demand separate schools because the Church of Rome had them was beneath the dignity of the Church of England. (Hear, hear.) He had looked over the resolutions passed on this subject from year to year. They appeared to have passed with very little dissent, but he was satisfied that they did not represent the religious convictions of the laity of the Church of England in Upper Canada. (Cries of "Question.") And he would ask, if separate schools for the Church of England were established, what guarantee had they for the religious instruction that would be communicated in them? (A voice—"The catechism would be taught.") What guarantee, he would ask, was there that the children, by the instruction given them, would not be influenced in a direction in which many Protestant churchmen could not concur? (Hisses, and cries of "Hear, hear.") In conclusion, he would move the following amendment to Dr. Bovell's resolution of which he had given notice:—"That as members of the United Church of England and Ireland, in this diocese, we do not desire to seek any interference with the common school system, as established by law, or to demand exclusive privileges not at present shared in equally by other Protestant denominations in Upper Canada."

Rev. Dr. O'Meara came forward amidst applause to second the amendment. He had two years experience of the common school system, he was better pleased with it than formerly. He was astonished, when appointed Superintendent of a township, to find that prayers were offered up morning and evening; some of those prayers were taken from the liturgy of the Church of England. He had frequently had to examine Bible classes in the discharge of his duties as a Common School Superintendent. He was thoroughly in favour of united education. He considered it was a great thing that their children should be trained from their earliest years to mix with those of other persuasions; they would thereby be better qualified, in the battle of life, to stand by those religious principles which they had been taught at home, and in their churches and Sunday schools. He had practical as well as theoretical reasons for opposing the resolutions. He therefore had great pleasure in seconding the amendment.

Mr. F. J. Joseph, as one who had practical experience as a school trustee, begged to say that the Common School system, so far as its primary object was concerned, had in this city proved a miserable failure. Mr. Joseph proceeded with much animation to give his adhesion to Dr. Bovell's resolution, and was warmly cheered throughout.

Mr. K. Tully, also an ex-city school trustee, agreed with Mr. Joseph that the Common School system was a failure, as regarded the class of the population for whose benefit it was intended.

Rev. Dr. Shortt said he was disposed to try what could be got from the Chief Superintendent and from Parliament before passing any resolutions

of their own. He begged to move the following amendment:—"That whereas the Chief Superintendent of Education has introduced into a bill to be brought before the Legislature certain clauses which meet the objection which many members of the Church of England have to the Common School system, this Synod thankfully acquiesces in the proposed amendments, and suspend for the present further action in the matter."

Rev. Mr. Hilton seconded Dr. Shortt's amendment. He said there was not as much religious sentiment taught in those schools as could be uttered in one sentence. He, as a country missionary, could positively state that he had never met a child from a public school that could repeat the ten commandments. He was perfectly astonished when he came to Toronto and found the amount of blasphemy that was carried on in the streets in broad daylight, notwithstanding the splendid staff of teachers in the public schools. He did not claim separate schools as a privilege, but as a right.

Mr. J. W. Gamble did not believe that the children were one half so bad as the rev. gentleman had made them appear. (Cheers.) Nor, amid all the eloquence to which he had listened, had he heard one satisfactory argument adduced against the Common School system. It was admitted that the Scriptures were read, and yet it was declared that no religious instruction was given. Now he had been taught, and taught by his lordship, that where the Scriptures were read with devout and prayerful minds, the Spirit of God would bring them home to the hearts of those who read them. (Hear, hear.) He thought if the Church of England clergy were to take up the work of superintendence in their several localities, the best results as to the religious influence exerted on the minds of the children would follow. As to the particular question, however, before the Synod, seeing that large school houses were erected and attached to almost every one of their churches in this city, he did not see why the boon held out by the Chief Superintendent of Education should not be accepted, provided that they coupled their acceptance of it with some such resolution as that of Mr. Hodgins, declaring that they did not desire any extension of the separate school system, or to trench in any way on the system of Common Schools.

Rev. Mr. Palmer thanked Dr. Bovell and Mr. Joseph for the able speeches they had made in favour of the resolutions; he said he would withdraw his claim for separate schools, if the Bible and the ten commandments were taught in the schools, and prayers were daily offered up.

Mr. Green said it was for the clergymen and school teachers to bring those children that had been spoken of, out of those dens of iniquity that had been mentioned.

Mr. Harman said he could not conscientiously see his way clear to support the amendment. He fearlessly exposed the common school system. He desired to have more than one hour in the week devoted to religious instruction in the schools. The Chief Superintendent of Education, he admitted, was a smart man, and surrounded by smart men; but was it right that the members of the Synod of the Church of England should surrender their own privileges to him; and even if they did, had they any assurance that their desires would be carried out? Let them go directly to the legislature, as the Roman Catholics did, and demand their rights. Mr. Hodgins had placed this resolution on the notice paper: "That, with a view to provide as far as possible for united action in the diocese, in promoting the greater efficiency of Sunday schools, a committee be appointed for this purpose, whose duty it shall be to present a report annually to this Synod, on the condition and progress of Sunday schools throughout the Diocese, and to make such suggestions for their improvement as they shall judge expedient." By this he admitted that one hour a week was not sufficient for the moral and religious instruction of our children. He sincerely hoped that Dr. Bovell would not withdraw his motion. Let them go to the halls of the legislature in a solid phalanx.

Mr. Grover, of Colborne, said the amendments hitherto proposed were but half measures, and, if in order, he would have liked to propose another. He hoped no one, opposed to separate schools, would vote for Dr. Shortt's amendment. He would rather see the original resolutions carried. But he asked the clergy to pause before they forced on the people a measure which was not required by the laity. He declared that the laity were ten to one against any such measure, and he spoke advisedly when he said so.

The Rev. Dr. Beavan contended that the church ought to receive facilities for the establishment of parochial schools. He did not take this ground, he said, in opposition to common schools. He thought the country was greatly indebted to the legislature which established them. So far as the common school system went, it did a great deal of good. But he did not

think it a perfect system, and he considered it ought to be supplemented by something higher, before they fulfilled their duties as Christian Churchmen.

A good deal of opposition having been manifested to Dr. Shortt's amendment, he obtained leave to withdraw it.

The Rev. Dr. Fuller supported Dr. Bovell's resolution. He asked who had induced the Chief Superintendent to make these great amendments? It was this Synod. Who induced the Board of Public Instruction to admit the Bible into the common schools? It was this Synod! Where else had a voice been raised on this question but in this Synod? Who had introduced religious instruction into these schools? Who, but this Synod! And were they, when, after years of labour, they had raised the stone to the top of the mountain, and almost placed it on the top—were they now to go back? No! they should go on, and attain the end for which they had laboured.

Mr. Holgate, of Milton, would have preferred Dr. Shortt's amendment, but that having been withdrawn, he had to decide between the original resolution and Mr. Hodgins' amendment. The question, he thought, resolved itself into one of principle against expediency, and he should therefore support Dr. Bovell's resolutions.

The Rev. T. W. Allen regretted the withdrawal of Dr. Shortt's compromise measure, but since he had to choose between the resolutions and the amendment, he must prefer the former. At the same time he must say that he was not antagonistic to the present system of education. He admired that system, but thought that it was necessary that it should be supplemented.

The Bishop, before putting the question to the vote, wished to make a few remarks. Last year, on this question, he said they had a right to separate schools, and that they ought not to appear before the legislature as mere supplicants. If 50,000 persons were required to petition the legislature for the rights of the Church, they could be got, and they ought to continue to demand them until they were granted. He could not therefore agree to the amendment, although he admitted that it had been introduced by Mr. Hodgins with great moderation and great talent.

Mr. Hodgins' amendment was then put and negatived. *Yeas—Clergy 9; parishes, 12; total, 21. Nays—Clergy, 45; parishes, 29; total, 74.*

Yeas—Clergy—The Rev. Messrs. S. B. Andagh, R. Arnold, Dr. O'Meara, Dr. Blackman, P. Jacobs, Dr. Shortt, H. J. Gussatt, S. J. Reddy, and A. Sanson.—2. Parishes (Lay Representatives).—Beaumont, Cavan, Clarke, Georgetown, Stewarston and Norral, Llangtown, Newmarket and Holland Landing, Reach and Uxbridge, Scarborough, St. James (Toronto), Trinity (Toronto), Whithy and Oshawa, and Woodbridge.—12.

Nays—Clergy—The Rev. Messrs. F. L. Ouler, S. Houston, G. A. Bull, Dr. Beavan, H. D. Cooper, T. W. Allen, H. Brent, Dr. Bathune, A. J. Fidler, T. P. Hedge, J. Langtry, W. Logan, C. E. Thomson, H. O. Cooper, W. Ritchie, J. Wilson, Dr. Lundy, A. Palmer, J. G. Geddes, A. Dixon, F. Tremayne, Jr., J. W. B. Beck, G. Viner, W. Grant, C. H. Drinkwater, E. Baldwin, Dr. Fuller, W. S. Darling, R. Sanders, T. S. Kennedy, G. T. Carruthers, A. J. Bronghall, S. Girvin, A. Williams, E. H. Dewar, J. Carry, G. M. Higginson, D. McLeod, W. A. Johnson, J. Ambury, J. Fletcher, J. Pentland, S. Davidson, G. O. Irving, and J. Hilton.—45.

Parishes (Lay Representatives).—Ancaster and Dundas, Barrie and Shanty Bay, Barton and Glandford, Berkeley and Chester, Bevanley, Cobourg, Cookstown, Credit and Sydenham, Cartwright and Manvers, Douro, Elora, Etobicoke and Mimico, Georgina, Grimsby, Louth, Milton and Horaby, Penetanguishene, Port Hope, St. Catharines, St. George (Toronto), Holy Trinity (Toronto), St. John (Toronto), St. Stephen (Toronto), St. Paul (Yorkville), Thornhill and Vaughan, Thorold and Port Robinson, Watford and Lowville, Willard and Marshville, Weston and Carlton, and West Gwillimbury.—29.

The votes of Arthur, Grafton and Colborne, and Tullamore and Gore of Toronto, were lost, on account of their representatives being divided.

The Rev. Mr. Darling moved the adoption of the report of the Committee presented on Tuesday.

The report, although it had been referred to the Committee for modification, came back without any alteration. The following changes in the report were proposed by Mr. Hodgins:—"That the last paragraph in the report be struck out, and that the fourth paragraph be altered so as to read as follows: Your Committee beg to report, that having been in communication with the Chief Superintendent of Education, they learned that a bill had been prepared by him for supplementing the existing school law, and providing for the education of vagrant children in cities and

towns, through the agency of 'any benevolent association, society, or congregation of any religious persuasion,' which the committee believes will meet the views of the United Church of England and Ireland, in regard to schools in cities and towns."

This modification was not acceded to by the committee, and the adoption of the original report was moved as above.

Mr. Grover, Colborne, seconded by Mr. Grierson, moved in amendment—"That while the Synod contends that the Church of England and Ireland in this Province has as good a right to claim separate schools as the Roman Catholics, it deems it inexpedient as a Church, and detrimental to the interests of general education, to commit itself to a principle which, if once acted upon by the sects so abundant in Canada, would destroy our common school system.

Mr. J. W. Gamble supported the amendment, and expressed his regret that, by adopting Dr. Bovell's resolution, the Synod had treated the proposition of the Chief Superintendent with discourtesy. He (Mr. Gamble) had always opposed separate schools, but the schools proposed to be established by Dr. Ryerson's bill were not separate schools. Their teachers were to undergo the same examinations; they were to be inspected by the same Government Inspectors: and were, in fact, to be part and parcel of the present system.

Rev. Mr. Darling denied that the Synod had treated the proposal of the Chief Superintendent with discourtesy, in agreeing to petition the Legislature. Dr. Ryerson had recommended that they should do so.

Mr. Hodgins.—Did he recommend you to petition for separate schools?

Rev. Mr. Darling.—He recommended us to petition Parliament to grant us our just claims.

Dr. Bovell said he was quite willing that the separate schools they claimed should be subject to inspection by Government Inspectors. If that removed Mr. Gamble's objection to separate schools, then there was no difference between them.

Mr. R. Baldwin supported the amendment; but it was negatived and the report adopted. The Synod shortly afterwards adjourned.

UNIVERSITY EDUCATION—FOURTH DAY.

The Rev. Dr. Fuller read the report of the committee upon University Education. The following is the report:—

The committee to whom was intrusted the important duty of watching the course of legislation with reference to University education, beg leave to report.—That they held several meetings of such members of the committee as residing in Toronto could conveniently attend them; at the first of which a sub-committee was appointed who reported at a subsequent meeting.—That at a large meeting of the leading members of the committee, they unanimously agreed to the following as a primary Report, to be submitted to the Lord Bishop, under the direction of whom they were required, by resolution of Synod, to act. They are of opinion that it should be their endeavour to obtain the recognition of the following principles:—

1. "That it is desirable that there should be one University for Upper Canada, which should embrace all the bodies in the Province possessing academic powers; and that all graduates of these bodies shall be entitled to the same standing in the Provincial University.

2. "That the separate Colleges to be incorporated into this Provincial University should be required to abstain from the exercise of their rights to confer degrees, except degrees in divinity, so long as they remain in connection with the University.

3. "That there should be two distinct bodies for the administration of the affairs of the University, viz.:

I. "A general Board of Management, who should have the control of all financial matters.

II. "An Executive Committee or Senate which should have entire control of the educational system of the University within the limits prescribed by the charter; the said Executive Council or Senate to consist of graduates of the University, representatives of the separate Colleges.

4. "That there should be no interference on the part of the University in the internal administration of the property, education, or discipline of the separate Colleges."

To this primary report presented to his Lordship the Bishop, by two members of the Committee, deputed for that purpose, his Lordship was pleased to make the following reply, in a letter to the chairman of the committee:—

"I have received the communication which you left with me, some time ago, which would seem to be a report of the Committee appointed in

accordance with the resolution passed at our last Synod, to watch the course of legislation with reference to University education, and to endeavour, under the direction of the Lord Bishop, and by conference with members of the Legislature or with the Government, so as to guide and mould such legislation as to make it consistent with the interests of the church and the improvement of University education.

"When this resolution was under discussion before the Synod, I consented to its adoption merely as a committee of inquiry—nothing more. With this limitation I thought it might be useful, should any measure be introduced by the Government on University education—because it might carefully watch its progress through the legislature, and apprise us of its provisions and bearing on Trinity College; and, should we find any improvements, how far we might be able to avail ourselves of them with safety, or modify them so as to benefit our system of education; or, if detrimental, to endeavour to get them corrected, or rescinded. I was of opinion, also, that the committee should inquire as far as practicable into the working of the other collegiate institutions in the Province, because the information thus obtained might enable us to perfect our own rules and regulations, not only in regard to discipline, but also as respects our literary and ordinary arrangements.

"But I never contemplated any changes in the fundamental principles of our charter, nor do I believe it requires any. What we really need is pecuniary assistance, and nothing more. Our deficiency in this respect proceeds from two causes: first, from the contingent losses of property, over which we had no control; secondly, from not exerting ourselves as perhaps we might have done in disposing of our wild lands.

"But it is not yet too late, if our strength be energetically put forth, to bring in a comfortable measure of relief. Our case, therefore, is by no means helpless, nor involved in greater difficulties than have been overcome by a strict frugality and a judicious expenditure.

"There is, indeed, already more than a transient hope of at least a partial diminution of this difficulty, by an application to Government. To this we have been indirectly invited, as appears from the public speeches of the Honourable John A. Macdonald, Attorney-General of Canada West. And from his encouraging reply to my application upon the subject, in which he says that if granted, 'I am sure that it will not be clogged by any conditions that would render it difficult or impossible to accept.'

"So much in explanation of the resolution.

"But what do we find in referring to the Report? Instead of a simple inquiry, giving us information respecting the state and working of collegiate institutions in the Province, and the particular objects and views of the Government, if they can be ascertained, in establishing and modifying a new University, we are called upon at once to receive the following principles:—1st. That it is desirable that there should be one University for Upper Canada, which should embrace all the bodies in the Province possessing academic powers; and that all graduates of these bodies should be entitled to the same standing in the Provincial University.

"Now I do not consider such a colossal University desirable or applicable to the wants of the Province. It is said to have failed in Australia; but be that as it may, as it would be in a good degree without competition, it would either sink gradually into indolence, or in process of time, by its greater power and influence, injure all other institutions; and not only trench upon their independence, but at length extinguish their vitality. The reason why the London University shews so much life is that it confines itself, as far as I can find from its charter and calendar, to public examinations and the conferring of degrees. It admits of no teaching whatever, in the common meaning of the word; and is rather felt as a kind protector than an arrogant master. 2nd. 'That the separate colleges to be incorporated into the Provincial University should be required to abstain from the exercise of their right to confer degrees, excepting the degrees in Divinity, so long as they remain in connection with the University. No such severe assumptions as these are exercised by the London University. All the colleges and universities connected with it, so far as I can find from the charter, continue in all things free within themselves. Even in the conferring of degrees, matters are so arranged by the London University, as not to interfere with the arrangements of the college and the educational institutions. The under graduates of them all have the option of taking their degree, if found qualified, at their respective colleges, or at the London University, with the simple provision that they must make their choice, as they cannot be taken at both. Hence in this respect there is no interference or restraint imposed upon any of the colleges by the London University itself. And here it may be remarked that the Board of Gova-

missioners of Education in Scotland, corresponding to the University proposed here, confers no degrees, but merely regulates the local colleges and institutions in the manner of giving them. The same practice is followed by the Medical Council of England. It gives no degrees, but allows them to be conferred under its guidance by the local institutions. It may be further noticed that the Board of Regents at Albany, as the head of the various local institutions, and which is called the University of the State of New York, confers no degrees, but merely regulates the manner of conferring them, as the Commissioners of Education in Scotland.

"Were the proposed University of Upper Canada to be formed truly on this model, there would be no sacrifice whatever; on the contrary, those who prefer to exercise their privilege in taking their degree at the Provincial University of Upper Canada would, in many cases, so far enjoy a positive advantage in having the power of choice. Again, it does not appear that the colleges and institutions in connexion with the London University, scattered as they are throughout Britain, ever take any part in the management of the London University, or are ever called upon, or permitted, to share in its business arrangements.

"Were the connexion between the collegiate bodies no greater than is required by the London University and similar institutions at home, there might be no serious difficulty in according to it; but we are called upon to surrender all the portions of our Royal Charter, which we chiefly value, and for which we have been strenuously contending for many years. Moreover, our charter is felt to be a sacred trust, granted by the Queen, on our own petition, and we have no power to suspend, alter or surrender any of its provisions.

"In the second principle it is also required that all the separated colleges be incorporated with the University of Upper Canada. Now what is meant by incorporation? The extent of the power it confers? No such condition is imposed by the London University. Why then should it be imposed here?

1. "That there should be two distinct bodies for the administration of the affairs of the University, viz:—1st. A General Board of Management, to have the control of all financial matters."

This provision requires no other remark than that, in operation, it would be found inconvenient and unwieldy.

2nd. "An Executive Council of Senate which should have entire control of the educational system of the University within the limits prescribed by the charter. The said Executive Council, or Senate, to consist of graduates of the University and representatives of the separate Colleges."

This power appears too extensive, and in its exercise inconvenient; but till the terms of the charter are proposed in more detail it cannot be satisfactorily considered.

3rd. "That there should be no interference on the part of the University, in the internal administration of the property, education or discipline of the separate Colleges."

This third provision appears full and reasonable, but requires some elucidation when taken in connexion with the power conferred upon the Executive Council and Senate.

After the meeting, at which the foregoing report was adopted, it was found impossible to secure the attendance of sufficient members of the committee to authorise those members who did attend, to take any further action as a committee. The only thing left for those members who took a deep interest in the question, was by interviews and correspondence with the Government, members of Parliament, and others moving in the same question, to secure such a measure from the Legislature as would be consistent with the interest of the Church, and the improvement of University education; and your committee have much pleasure in being able to report that their labours have not been entirely in vain, as the Senate of the University of Toronto have unanimously assented to a scheme of affiliation, which, it is confidently believed, will hold out inducements sufficient to cause the several chartered Colleges to become connected with the University of Upper Canada. Your committee have reason to believe that it was the intention of the late Government to introduce a measure into Parliament in accordance with this scheme; and from the well-known feelings of the Legislature on the subject, and the publicly expressed opinions of the present Premier in reference thereto, there is every reason to believe that the measure will be carried next session, when Trinity College will be able to benefit by a share in the public endowment on fair and equitable terms, and to bear its part in raising the standard of University education throughout the country, without the slightest surrender

of those highly cherished principles, on which it was so auspiciously established eleven years ago.—All of which is respectfully submitted.

Rev. Dr. Fuller moved, seconded by Mr. S. B. Harman, that the report be adopted and printed.

Rev. Dr. Beaven moved in amendment—"That the report be recommended, in order that it be amended, so as to state definitely the principles which the church cannot concede on behalf of Trinity College, and to guard against misconception on the part of the church at large, and that the same committee be appointed to watch the course of legislation in concurrence with the Bishop and authorities of Trinity College."

Archdeacon Bethune said he was disposed to make some concession. But he thought they should suspend the publication of the report, lest it might have a tendency to mislead the public mind, and to deepen those prejudices against Trinity College which now unfortunately existed in many quarters. It appeared, from all that was recommended by the committee, that no other privileges would be withdrawn from the College, than the power of conferring degrees, and that in all other respects its privileges would be left intact and inviolate. But even that, to suspend the power of conferring their own degrees, was an immense concession to make, and he had not yet made up his mind whether it would be expedient, in view of the compensating advantages, first, that it would ensure to them the additional pecuniary assistance they so much required, and secondly, that it would have a tendency to raise the standard of University education throughout the Province.

The Bishop said he was not disposed, for any consideration, to suspend the power of Trinity College to grant degrees. This was a sacred trust committed to them by the royal charter, which they ought not to surrender.

Rev. Mr. Dewar said he was a member of the committee, and in view of the benefits which he believed would be conferred on Trinity College and the country at large, with reference to University education, had concurred in the suggestions. But he was sure that every member of this Synod would be ready on this question and every other to defer to his Lordship's judgment, and he therefore moved in amendment, that the report lie on the table, and that the committee be re-appointed to watch the future course of legislation on this subject.

Rev. T. W. Allen seconded the amendment.

Rev. Provost Whittaker said he could not agree to Mr. Dewar's amendment, because he did not think that this report could strictly be regarded as the report of the Committee. He agreed cordially with his Lordship, when he spoke of their charter as a sacred trust which had been committed to them. He considered that that charter had been given to them, not merely by the grace of the Crown, but by the grace of God, and, as he had said before, the question was not one with which, as a Synod, they should primarily deal. He was quite willing that they should co-operate with other denominations in promoting University education. His Lordship was cognizant of communications having passed between himself (the Provost) and the commissioners appointed to enquire into the expenditure of the University. The authorities of Trinity College signified through them to the Government the terms they were ready to make with them. They were willing to co-operate by sending their students for common examinations in honours, in mathematics, classics, &c. It might be desirable, too, that they should co-operate by sending their students to compete for scholarships, provided public funds for scholarships were open to students from every University. They might send them also to compete for prizes. As to examinations for degrees, the history of English Universities showed that competition in these, instead of being a benefit, would be a snare.

Mr. S. B. Harman said in anything he had done on this committee, his object had been not to decrease, but to increase the great influence which Trinity College would in due time exercise over this Province, in advancing not only the interests of education, but the interests of the Church of Christ, the doctrines of which were faithfully taught to every one instructed within its walls. The feeling of the committee had been that the great object to be gained by the recommendations which had been made, was to raise the standard of University education throughout the Province. The report, however, was properly only a statement of facts, which the committee had thought it their duty to lay before the Synod.

The Hon. James Patton, as a member of the committee, begged to say that there had been a good deal of no doubt unintentional misrepresentation, and a great lack of information with reference to what was proposed by the report. It seemed, generally speaking, as if the Synod were not aware what they were asked at the present moment to express an opinion

upon. It was true that the report emanated from a committee appointed for the purpose of watching any legislation with reference to University reform. But the committee, in their discretion, had thought proper to take a wider range, and place themselves in communication with the different parties capable of informing them as to what were the wishes and intentions of different bodies in regard to University reform. The latter part of this report embodied clearly and distinctly what at the present time was the intention of the various colleges in Upper Canada in reference to university education. It said,—"Your committee have much pleasure in being able to report that their labours have not been entirely in vain, as the Senate of the University of Toronto have unanimously assented to a scheme of affiliation, which, it is confidently believed, will hold out inducements sufficient to cause the several chartered colleges to become connected with the University of Upper Canada." That was the pith of the report. The committee stated that a scheme of affiliation had been assented to unanimously by the body most interested in it,—the Senate of the University itself. And the scheme assented to by the Senate was one which had not the approval of all the chartered colleges, if he might except Trinity College, in Upper Canada. From a full knowledge of the facts, both in his capacity as a member of the Senate [and Vice-Chancellor of the University of Toronto], and having been intimately connected with this scheme of affiliation as one of the Commissioners appointed by the Government to inquire into the expenditure of University College, he was able to state that this scheme had been assented to by Victoria College, by Regiopolis College, by Queen's College, and also by the University College in connection with the University of Toronto. In this affiliation there was no departure from principle. It was not, as he had heard, and as he had seen it stated this morning, in one of the journals of this city, a scheme by which the National University was to be plundered, by which \$10,000 was to be handed over to each of the colleges affiliated, something which, after all, was neither more nor less than a scheme on the part of the Chief Superintendent of Education to destroy the National University. He (Mr. Patton) would state deliberately to the Synod, that the thanks of this Synod, and of the people of Western Canada, were due to the Chief Superintendent of Education for the part he had taken in endeavouring to bring about this system of affiliation. He (Dr. R.) had acted a noble and patriotic part in the course he had taken; he had not endeavoured to destroy the University, or to strip it of its endowment, but to bring about a system of affiliation which would secure a uniform system of education, and that the degrees conferred in Canada would have a value which they did not now possess. The scheme was not such as had been described by the Rev. Provost, by Dr. Beaven, and other speakers. It was simply that there should be an affiliation on the part of the different colleges. They were not called upon to surrender their power of conferring degrees. (Hear, hear.) They were not called upon to give up any of their rights and privileges, except perhaps in this small particular, that they should admit the examiners from the Central Board. It was proposed that a Central Board should be established, similar to the bodies referred to in his lordship's letter, the Regents' Board of the State of New York, the University Commissioners in Scotland, and the Medical Council in England; that this Central Board should have power to appoint examiners to take part in the examinations of the different universities; that the returns made by these examiners to the Central Board should be reported on by them, and sent back to the different colleges; and that the degrees should be conferred by the colleges themselves. (Hear, hear.) He asked, was there in this a surrender of any of the power which Trinity College possessed? Were they called upon in any one way or shape to give up the powers they had under their separate charter? He heard a voice saying "Yes," but he could not take that view. It was simply the power of examining that was to be assumed by the Central Board,—not the power of conferring degrees. It had been the difficulty hitherto, that the proposition had been that the colleges should give up the power of conferring degrees, or hold it in abeyance. But the scheme which had just been assented to did not involve any proposition of that kind, but affirmed the right of the different colleges to confer degrees, and provided, moreover, that there should be a uniform standard, to be brought about by the appointment of examiners by the Central Board. It might be said that the Central Board might be of such a character that would not be impartial, that it might have a leaning to this or that college. But it was provided that the board,—not the present board now existing,—but the new board to be established, should be composed of representatives, equal in numbers, from each of the affiliated colleges.

How, then, could there be anything in the shape of partiality? The board would comprise the heads of the different colleges, and one or more members appointed by the corporations of these colleges, and a certain number appointed by the Crown. All the colleges would thus have an equal and fair representation on the board, and would meet with impartial justice at its hands. He understood every one who had yet spoken on this question to say that what he desired was that there should be a higher standard of education. He cordially concurred in that sentiment, and it should be the desire and aim of every one connected with any of the colleges in Upper Canada to co-operate heartily and cordially with a movement of this kind, which was intended to bring about something like uniformity in university education, and by which the standard must be materially raised. He could not conceive what objection could be entertained to the scheme. If they were asked, by voting on the report, to say they were willing to surrender the powers of Trinity College, he could understand objections to that, but the case was entirely different when they were simply asked to co-operate in a movement by which the standard of university education would be raised throughout Western Canada. They were asked, as one of the most influential bodies in Western Canada, to lend their countenance to a scheme which had been taken in hand, he was sorry to say, by others before them. He was sorry they should not, as the religious body of greatest wealth and intelligence, be leading public opinion in this matter, instead of lagging behind, and having to be dragged into it. He believed, however, that the clergy and laity of this Church, as a whole, would endorse the action taken by the other bodies, and that they would not hold back and leave it to others to carry out what he would say unhesitatingly, would, with or without the co-operation of this Synod, be carried into effect. It had been taken up by the other bodies, there was justice and impartiality on the face of it, and he thought it would be much better that they should go with good grace into the arrangement which had been entered into by the others, and that they should adopt this report.

Rev. Provost Whittaker said, after hearing the explanations of Mr. Patton, he must say that what was taken from them was the power, what was left them was the form of conferring degrees; for it was proposed that a new body should be established, exterior to the college, and that to that body should be confided the power of prescribing the examinations under which the degrees should be conferred. The executive power also of appointing examiners would be taken from the college and given to the board, and the Chancellor instead of being an officer of Trinity College, would become really an officer of the University of Upper Canada.

Dr. Bovell said he never had been prepared, and trusted never would be prepared to surrender one single principle on which Trinity College was founded, but if they could improve the interests and standing of the college, without the sacrifice of principle, it was their duty to do it. He thought that under the scheme as explained by Mr. Patton, Trinity College would be left all its powers and privileges as they stood at present. There was nothing in it that would interfere with the regulation which allowed degrees to be conferred only on those who had passed an examination by the Bishop. These were his opinions, but he should not give any vote which was directly opposed to the expressed wishes of the Bishop. He only wished to state freely his own opinion that it would be for the good of the country if some such scheme as that explained by Mr. Patton were carried into effect.

Rev. Mr. Dewar having been informed by Mr. Gamble that there was a rule of the Synod, requiring that every motion to lay upon the table should be decided without debate, begged to withdraw his amendment, so as not to stop debate.

Col. O'Brien spoke in favour of the report being referred back to the committee. He objected to any scheme about University education being sent forth by this Synod, which did not have his Lordship's full concurrence.

Mr. Grover, of Colborne, moved in amendment, "That the report on University Education be not now adopted."

Mr. R. Baldwin seconded Mr. Grover's amendment. He begged to ask Mr. Patton whether it was intended that any moneys of the University should go to the denominational colleges, beyond what might go in the shape of scholarships.

Hon. Mr. Patton said that, as part of the scheme of affiliation, it was considered by all interested in the question, by the authorities of University College, by the Senate of the University, and by the other parties concerned, that the Act of 1853, under which the University of Toronto and University College were established, should be carried out, as the Legislature intended it should be, when it was passed. That Act provided that,

after University College and the University of Toronto should have received what was required for their peculiar purposes, the balance of the income should be apportioned to such other Universities and Colleges as might affiliate with the University of Toronto. When he was asked, therefore, whether the intention was to hand over a sum of money from the University of Toronto, he said it was in connection with the act of 1858, by which the other Colleges of Western Canada were entitled to the surplus over and above what might be required for the wants of those institutions, provided they affiliated with the University of Toronto. That Act was still in force.

Mr. J. G. Hodgins said a few words in reply to Mr. Grover.

Rev. Prof. Irving said, if the scheme to which reference had been made, were accepted, there could be no doubt that Trinity College would be giving up some of its privileges; it would not be able to confer a degree upon any person without the sanction of the University. He was in favor, however—and he said it with all deference to his lordship and other members who took a different view—of some scheme which would enable them to work together with other colleges. He desired this, not so much with any view to pecuniary help, as with a view to securing a wider and healthier competition for their students.

Rev. Dr. Fuller spoke shortly in reply to objections which had been taken to the report. He said that looking at the expense of education in Trinity College, as compared with University College, making many send their sons to the latter institution although they preferred the former, he had considered it his duty to do all in his power to obtain for Trinity College a share in the endowment.

Rev. Mr. Hilton said the difference in the cost of education in the two institutions was at least £20 a year.

Judge Boswell contended that it appeared from the report itself that it was not the report of the Committee, they had never met to adopt it. He would strongly advise Dr. Fuller to withdraw it.

Rev. Dr. Fuller asked leave to withdraw the report, which was granted, and the various motions on the subject fell to the ground.

GREAT BRITAIN.

—UNIVERSITY OF CAMBRIDGE.—At the recent convocation of this ancient University, the Duke of Devonshire presided for the first time, as Chancellor, in room of the late lamented Prince Consort. The doors of the senate-house were opened shortly before half-past one o'clock, and a rush for seats took place,—ladies who had been patiently waiting for an hour or more meeting their reward in securing the best places. The undergraduates' gallery was soon filled, and this being of course one of the grand field days for those in *statu pupillari*, they indulged in their usual demonstrations. The platform and its neighbourhood were appropriated to the Chancellor, his friends, the various University dignitaries, and the illustrious men whom upon this occasion the University delighted to honour. The raised seats on each side of the floor were, with the orchestra at the east end, occupied by ladies; the floor and one gallery by members of the senate and their friends; and the other gallery, as has been stated, by undergraduates. The Bishop of Chester received three hearty cheers, as did also the Dean of Exeter; then the ladies, again and again. The University Commissioners and the Superintendent of Police were groaned at; Next there were three cheers and groans for "Dissey," and the like for Palmerston. The name of Lord Derby produced uproarious cheering, but popular opinion (that is, of the undergraduates' gallery) was divided as to the merits of the Bishops of Oxford and Exeter and Mr. Gladstone. The Dean of Ely was in high favour; and Mr. Walpole was warmly cheered. Her Majesty's name came almost the last, but was greeted with a literal ovation. The "bulldogs" had rare "bow-wow-ing," and it appeared for the nonce that all the canine species were congregated in the gallery. "Our noble selves" were applauded to the echo, and then the Pope and the King of Naples were derided. At half-past two the Chancellor entered, attired in his state robes, and attended by the usual formalities, took his seat on the raised dais on the platform. As soon as the Chancellor was seated, the intended recipients of honorary degrees were ranged by the Senior Esquire Bedell, in academical order, upon the platform, and proceeded to sign the register, amid acclamations from the under graduates as each was recognised. This matter concluded, and a congregation constituted, the Rev. Senior Proctor (Mr. Emery) read the graces authorising the conferring of the degrees, which were declared affirmed in due course, Then the Public Orator (Mr. Clark, of Trinity) proceeded to descant, in a Latin speech, upon the auspicious occasion of the congregation, especially as regarded the noble and distinguished men he should have to present to the Chancellor. So soon as the Public Orator had concluded his general address, he, on the parties being presented to him by the Esquire Bedell in the order below mentioned, dwelt upon the laudatory characteristics of each in happy vein, calling down rounds of applause, and introduced the candidate for the degree to the Chancellor. The degree was then confirmed by the Chancellor in the usual form. If the applause of the senate is to be taken as a criterion, then, of all the distinguished men presented, the venerable Lord Brougham was the favourite; Lord Lyttleton and Lord Stanley follow next, and then Sir Hugh Cairns; Sir William Armstrong, the Astronomer Royal, and Professor Faraday. The following is a formal list of the degrees: *Honorary LL.D.*—Duke of Argyll, K.T.; Frederick William, Marquis of Bristol; Spencer Compton, Marquis of Hartington; George William, Baron Lyttleton; Henry, Lord Brougham and Vaux; Lord John Manners; Edward Henry, Lord Stanley; Edward, Baron Belper; Sir Edmund Walker Head, Bart., K.C.B.; Sir Henry Creswick Rawlinson, K.C.B.; Sir James Emerson Tennent, K.O.G.; Sir Hugh McAlmont

Cairns; Sir William Armstrong, O.B.; M. Chevalier; Charles James Selwyn, Q.C., M.P.; George Biddell Airy, Astronomer Royal; Professor Michael Faraday, Henry Wentworth Ackland, M.D., Regius Professor of Physic, Oxon; and William Fairbairn.

The degree of Doctor of Music would have been conferred upon Herr Meyerbeer, but that eminent musician was not present. The ceremonial concluded at half-past three, and the Chancellor, having declared the congregation dissolved, retired.

—VICTORIA COLLEGE, JERSEY.—The Rev. W. G. Henderson, D.C.L., Principal of Victoria College, Jersey, has been elected Head Master of the Leeds Grammar School.

—QUEEN'S COLLEGE, CORK.—The Imperial Government has offered a reward of £100 for the arrest of the persons who set fire to Queen's College, Cork.

UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON, C.W. FACULTY OF ARTS.

THE Twenty-First Session will commence on WEDNESDAY, the 1st October, 1862, when all Intrants and Undergraduates in Arts are requested to be present.

The *University Calendar* for Session 1862-3, containing full information regarding all the Faculties, may be obtained on application to

GEORGE WEIR, M.A.,

Kingston, Aug. 12th, 1862.

Secretary to the Senate. [pd]

UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON, C.W.

INCORPORATED BY ROYAL CHARTER.

FACULTY OF MEDICINE.

THE Ninth Session of the Medical Faculty of Queen's College will be opened on WEDNESDAY, 1st October, 1862, when the Professors will commence their regular Courses of Lectures and Demonstrations.

Surgery—Professor Dickson, M.D., Dean of Faculty.

Practice of Medicine—Professor H. Yates, M.D.

Materia Medica—Professor Fowler, M.D., L.R.C.S.E.

Forensic Medicine—Professor Litchfield, M.D.

Chemistry—Professor Lawson, Ph. D., LL.D.

Obstetrics—Professor Lavell, M.D.

Anatomy—Professor Kennedy, M.D., L.R.C.S.E.

Institutes of Medicine—Professor O. Yates, M.D.

Demonstrator in Anatomy—Michael Sullivan, M.D.

—Courses of Lectures on Clinical Medicine and Surgery will be given in the New Theatre of the Kingston Hospital.—The above Courses are recognised by the University of Edinburgh, and by the Royal Colleges of Surgeons of England and Edinburgh.

Further information may be obtained on application to the Secretary.

GEORGE LAWSON, Ph. D., LL.D.,

Kingston, August, 1862.

Secretary. [pd]

UNIVERSITY OF VICTORIA COLLEGE. MEDICAL DEPARTMENT.

(Conducted at Toronto.)

THE WINTER SESSION commences on the 1st of October, and continues Six Months.

MEDICAL FACULTY.

Principles and Practice of Medicine—The Hon. John Rolph, M.D., LL.D., M.R.C.S., Eng.

Midwifery and the Diseases of Women and Children—W. B. Geikie, M.D.,

Materia Medica and Therapeutics—Chas. V. Berryman, M.D., M.A.

Institutes of Medicine—John N. Reid, M.D.

Principles and Practice of Surgery—Wm. Canniff, M.D., M.R.C.S., Eng.

Medical Jurisprudence—Charles V. Berryman, M.D., M.A.

General Pathology—Wm. Canniff, M.D., M.R.C.S., Eng.

Chemistry and Botany—John Herbert Sangster, M.A.

Anatomy, Descriptive and Physiological—Hon. John Rolph, M.D., LL.D., M.R.C.S., Eng.

Anatomy, Practical and Surgical—Jas. Newcombe, M.D., M.R.C.S., Eng., and L.R.C.P., Lond.

Curator of the Museum—S. P. May, Esq., Naturalist.

Dean of the Faculty—Hon. John Rolph, M.D., LL.D., M.R.C.S., Eng.

—Particulars may be obtained by applying to THE DEAN, 20, Gerard Street, Toronto.

UNIVERSITY OF VICTORIA COLLEGE, COBOURG.

THE NEXT SESSION will commence on the LAST THURSDAY in AUGUST, prox. Expenses for Tuition, Board, &c., from \$100 to \$120 per annum. For full information, see *University Calendar*.

S. S. NELLES, D.D.,

Victoria College, July 16th, 1862.

President Uni. Vic. Col.

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CANADA AT THE GREAT EXHIBITION.

(The London "Times" on Sir William Logan.)

Canada is most worthily represented in Class I., thanks to the director of the Canadian Geological Survey, Sir William Logan. Justice compels us to deviate from the course which we have hitherto pursued, and bestow more than a passing notice on this indefatigable geologist. Unaided, he commenced in 1881, a geological survey of part of the great South Welsh coalfield, extending from Cwm Avon to Carmarthen Bay, and completed it in seven years, at no small pecuniary sacrifice. Such was the estimate of the accuracy and value of this survey by the late director of the Geological Survey of Great Britain, Sir Henry De La Beche, that, with Sir William's consent, it was adopted as part of the national work. In 1842 Sir William went to Canada, where he has ever since resided, devoting his life, with a singleness and earnestness of purpose truly remarkable, to the exploration of the structure and the mineral resources of that vast territory. Not having the advantage of an accurate map of the country, such as has been supplied to our home geologists by the Ordnance Survey, he was obliged to make a topographical survey *pari passu* with a geological one. Few persons can imagine the arduous nature of this work. Our indomitable geologist is often compelled to penetrate the trackless primeval forest, to force his way across the tangled cedar swamp, and brave the dangers of Canadian Rapids in a frail canoe; and to these difficulties we add that his path is disputed at every step by the most relentless and invincible foes with which man in these regions has to contend—countless hosts of mosquitoes and black flies. Very different is the comparative light and gentlemanlike occupation of our home geologists, who have no such hardships to encounter, and, after the pleasant ramble of the day, never

fail to enjoy the luxury of an English cottage. Sir William Logan has neither sought wealth nor honours, but has quietly and modestly pursued the one great object of his life with a devotion as rare as it is praiseworthy. Let it not be supposed that this eulogium is prompted by any feeling of personal regard. It is a just tribute, and no more, to a man who has striven during many years to develop the vast mineral resources of Canada, not with a view to his own advantage, but from pure love of his work. We are glad to know that the Canadian Government fully appreciate the value of the labours of this self-denying and faithful public servant. The Canadian territory comprises about 300,000 square miles, and about 100,000 have already been surveyed by Sir William and his small staff of assistants.

Enormous deposits of magnetic iron ore—which, when pure, is the richest of all the ores of iron—have been discovered by Sir William Logan in the Laurentian rocks, which present no traces of organic remains, and are the oldest sedimentary series in the world. The ore occurs interstratified with the rocks containing it. The accumulation of this ore in some localities is so great as to appear incredible. Thus one bed is not less than 500 feet thick! On the Rideau Canal there is another bed 200 feet thick, which is now worked at Newborough, and from which the ore is conveyed to Kingston on Lake Ontario. From this place it is put on board vessels at the cost of \$2.25 per ton, and taken to Cleveland, on Lake Erie, Ohio, whence it is sent to Pittsburg, Pennsylvania, to be smelted. The best quality of ore is met with in a bed 25 feet thick in the township of Madoc. Fine samples of all these ores are exhibited. Canada also possesses extensive tracts of bog-iron ore on the north side of the St. Lawrence, and this is the only ore which is at present smelted in the country, charcoal being the fuel. The smelting is conducted at the Radnor Works, which include a forge for the manufacture of iron. At these works a large number of railway wheels are made of cast iron derived exclusively from bog-iron ore. Cast-iron from ordinary bog-iron ore is about the last kind of metal many founders would dream of employing for such a purpose; and yet in the Canadian department of Class I. is exhibited a pair of railway wheels which have travelled, without shewing much evidence of wear, not less than 150,000 miles or about six times round the earth. And it should be remembered that in Canada there are great alternations of temperature, the heat of summer being intense, and the cold of winter extremely bitter. These

bog ores must be exceptionally free from phosphoric acid; for otherwise they would yield a tender, and not a strong iron like that which the wheels above mentioned are stated to consist. Massive and characteristic specimens of magnetic ores are exhibited, as well as fine specimens of bog-iron ore and red hæmatite. Large lumps of red ore from the Silurian rocks are also shown, but they are of inferior value from containing a large amount of earthy matter, and frequently less than 50 per cent. of metallic iron. There is a descriptive catalogue, by Sir W. Logan, of the economic minerals in the Canadian department, which is replete with valuable information, scientific as well as commercial, and we can recommend it with confidence to all who are interested in the subject.

2. THE EDUCATIONAL DEPARTMENT OF THE INTERNATIONAL EXHIBITION.

The scheme of an Educational Exhibition, which was drawn up by the superintendent and the members of that committee, was a much more extensive and comprehensive one than it has been found possible to realize in so small a space. It was hoped that the court would be an international one; but the foreign commissioners expressed a wish to keep the educational collection of each nation separate; and therefore the opportunities of comparing the books and appliances used in the schools of different parts of Europe with each other, do not exist. The list of articles admissible into this class possesses some interest, however, as it indicates the range of objects and the mode of classification originally contemplated by the committee.

The space demanded by exhibitors to this class amounted to nearly fifteen times the actual area at the disposal of the national committee, and unusual difficulty was, therefore, experienced in reducing the applications, and allotting the space in harmony with the original scheme. The following is the classification finally adopted by the superintendent:—

- A. Books, Maps, and Diagrams.
- B. Apparatus employed in Teaching.
- C. Toys and Games.
- D. Illustrations of Elementary Science.

A few of the most noteworthy objects in each of these classes are here indicated.

All the principal educational publishers have sent their latest school manuals and treatises to this class, and an arrangement of the books has been made, by which it is easy for visitors to consult them. Teachers and managers of schools will find this permission a great advantage. One bay or recess is exclusively devoted to books on education; and the newest works issued by Messrs. Longman, Macmillan, Black, Gordon, Dr. Cornwell, Nelson, and many well-known educational publishers, are displayed here. The Christian Knowledge, the Religious Tract, the Christian Vernacular Education Society for India, and the British and Foreign Bible Society, also exhibit their latest publications. Of the maps, Messrs. Stanford, Mr. Nelson, and Mr. Wyld will attract most attention. A very ingenious mode of projecting the maps of the two hemispheres, so as to exhibit the true globular character of the earth, and to correct the false impressions which children derive from seeing two flat circular pictures, is also exhibited by Mr. Abbott.

The collection is especially rich in miscellaneous diagrams for educational purposes, and in contrivances not only for instruction, but for making the walls of a school-room cheerful and picturesque. In this department, Messrs. Darton and Hodge make the most conspicuous show; but Messrs. Griffith and Farran, Mr. Gordon of Edinburgh, and the Religious Tract Society, have made important contributions. The globes of Messrs. Smith and Mr. Newton, and the inflated India-rubber globes of Messrs. Macintosh, are among the most remarkable specimens of manufacture in this department, and Mr. Betts shows some portable globes in slate and other cheap materials for school use.

B. Educational Apparatus generally.

One of the most remarkable features of this exhibition is the interest which has been shewn in it by all the great religious and educational societies. The National Society, the Home and Colonial, the Reformatory and Refuge Union, the two Sunday-school Societies, and the Congregation Board, have each in its own way sought to illustrate the work which they are doing. Several of the collections which have been formed are of great interest and value. Thus, the National and the British and Foreign School Societies severally display complete sets of the fittings, furniture, tabular lessons, books, apparatus and pictures, required in the equipment of elementary schools. The stall occupied by the former society contains a beautiful set of models in miniature of the most improved plans of desks, easels, and other school-fittings. The British and Foreign Sunday-school has adorned its very interesting depart-

ment with a large drawing of its New Training College, recently erected at Stockwell, for one hundred mistresses. Infant schools have long been under the special care of the Home and Colonial School Society; and it is, therefore, fitting that in its department the beautiful and rational discipline of the Kinder Garten, and all the newest contrivances for making very little children happy in school, should be well illustrated. The bay which contains these articles, and the large model of the Gray's Inn Road Infant School, also includes the tablets and books of the Sunday School Union, and a group of very ingenious pictures, puzzles, and other educational appliances, by Messrs. Joseph Myers and Co.

The work of the Reformatory and Ragged Schools is illustrated by a novel and singular contrivance. A large portion of a counter is occupied by a model representing the career of a street urchin, who is rescued from vice and degradation, and conducted, through the Ragged School or the Reformatory, and a subsequent course of wholesome industrial training, until he becomes a prosperous colonist.

Close to this series of tableaux there is appropriately placed a model of the latest addition to the Philanthropic Farm School at Red Hill. It is a house built in memory of the late Samuel Gurney, which is adapted for the reception of fifty boys, and which forms, we believe, the fifth of the homes erected by the society on their admirably managed estate.

The adjacent bay is devoted to the illustration of the mode employed in teaching drawing and design. Here the Science and Art Department exhibits a complete series, exemplifying the course of instruction pursued in the Government Schools of Design.

Messrs. Reeves, Rowney, Robertson, Newman, and Wolff, contribute specimens of the materials employed in Art Education; while Mr. Crydon, and Mr. Brucciani, and Mr. Sharpe of Dublin, have sent drawing models of a curious and novel character.

To the philanthropist few features of the Educational Court will be more significant and attractive than the small recess devoted to the illustration of processes employed in teaching the blind. Every expedient and artifice for instructing the blind in reading, in writing, in arithmetic, in geography, and in the industrial arts, will be found here. It is well known that there has been much controversy among the friends and supporters of various blind asylums respecting the best plan of teaching reading. By many it is believed that a phonetic system, free from the anomalies and difficulties of the ordinary alphabet, may be advantageously used in the case of those pupils who, having never seen a book, have nothing to unlearn, and are, therefore, free from all the embarrassments which the use of our orthography creates. It is especially interesting to study the several forms of alphabets which have been devised for this purpose, and to observe that experience seems to have led to the adoption of the ordinary Roman characters; and to the assimilation of raised type for the blind to the familiar character employed in other books. Some embossed maps and pictures, writing and ciphering frames, and two large globes in relief, will be found worthy of special notice by all those who care to investigate the ingenious contrivances now in use in our blind asylums. Viscount Cranborne and Mr. Edmund Johnson have not only contributed to this department many models, embossed books, and other objects of interest, but have taken an active personal share in the selection and arrangement of the whole collection. We may call special attention here to the beautiful specimens of work done in the Indigent Blind Asylum, and in the associations at St. John's Wood and the Euston Road.

Of the miscellaneous objects of interest in the sub-class of apparatus, we may notice the models of improved desks and forms for school use.

Mr. Haskins exhibits two musical instruments called organ accordions, which resemble the old accordion, with the exception of the keys, which are like those of a piano-forte. Mr. Haskins exhibits these instruments for the use of schools, and also for small places of worship where there is no organ. Mr. Curwen also illustrates his musical system, which is doing so much to revolutionize the singing in our elementary schools, in a very effective manner; but a large number of curious and useful devices for facilitating instruction in various forms will be found both on the north and south sides of the rooms.

C. Toys and Games.

No attempt has been made to confine the exhibition in this sub-class to such toys as have a distinctly educational purpose; the centre of the apartment will, therefore, be found to contain a great many articles which, though very beautiful and interesting, appear somewhat out of place in the educational division. Foremost among these are the magnificent dolls of Messrs. Montanari; the new games invented by Jaques and Son, and by M'Cremers; and the toys of Messrs. Mead and Powell. But besides these the centre of the room contains many objects which serve the double purpose of amusement and education. Such are the contrivances for physi-

cal education—the Rugby foot-balls, exhibited by Mr. Gilbert; the articles used in cricket, which are furnished by Messrs. Dark, Duke, and Feltham. A very interesting display is made by Dr. Roth of models illustrative of his somewhat elaborate system of physical training.

D. Illustrations of Elementary Science.

In this department are included two divisions which were originally intended to be separate—those of natural history and philosophical apparatus. The natural history collections are not numerous; the most prominent objects in this department being very fine specimens of the head of a lion and of a tiger, exhibited by Messrs. Ward; a collection of British birds by Mr. Ashmead, and some specimens of birds by Messrs. Gardner and Bartlett; Mr. Highley, Mr. Wright, and Mr. Damon, of Weymouth, contribute classified collections of geological and other specimens, intended to facilitate more methodical teaching of natural history than is used in schools. Of the philosophical apparatus, that of Messrs. Griffin, and of Mr. Stratham, will deserve the greatest attention, on account of its adaptation to educational purposes. Some very interesting and effective diagrams, intended to illustrate the elementary truths of physical science, are also exhibited by Messrs. Johnston of Edinburgh, and by Mr. Mackie.

Of the objects in this room which are not specially educational in their purpose, the most remarkable are the beautiful scenes of chromo-lithographs, and other engravings, exhibited by the Arundel Society. It is not so generally known as it deserves to be that this society has devoted itself to the reproduction of many of the choicest and least accessible works of the earlier Italian masters. Many of the works of Giotto, of Angelico, and of Massaccio, have been discovered in a neglected and decaying condition, in convents and half-ruined chapels, in Italy. The diligence of the Arundel Society has, in many cases, rescued them from oblivion; while the fidelity and care with which the engravings have been made to represent the character of the original paintings are worthy of all praise. Although somewhat out of place in an educational court, these beautiful works are well displayed at the top of the staircase, and are amongst the chief attractions of the central tower.—*London Educational Times*, July, 1862.

Note.—A gold medal was awarded to the Hon. P. J. O. Chauveau, Superintendent of Education for Lower Canada, for his collection of Journals of Education and Reports.

3. LOST ARTICLES IN THE EXHIBITION.

The collection of lost articles is already beginning to assume considerable proportions, and the magazine at the police office, in the strange variety of its contents, most resembles one of those sale-rooms where unredeemed pledges are disposed of. Nothing is more singular in large exhibitions of this kind, than the carelessness with which people drop their property about. Umbrellas, of course, were made to be lost, and there are here already great numbers of them of all sorts, from the daintiest lace-covered sunshades to the commonest gingham. Of handkerchiefs, too, there are enough to stock a small haberdasher's shop. The ladies seem the chief contributors to the museum, for the most numerous articles, next to the umbrellas and handkerchiefs, are brooches, bracelets (some of them of value), lockets, fans, collars and cuffs, smelling-bottles, reticules, shawls, and even goloshes. The purses, too, of which there are more than a dozen, all evidently belong to ladies. The walking-sticks, memorandum books and bunches of keys may be set down to the gentlemen, but the opera glasses, the eye glasses and spectacles, and the gloves, of which there is an immense variety (generally old ones), must be divided between the two. Everything, even to the shabbiest old glove, is neatly ticketed with the time and place of its discovery; but, though numerous articles are restored each day, the public scarcely seem generally aware of the existence of the office, for the accumulations have been growing larger and larger ever since the opening day, and even before.—*English Paper*.

II. Papers on Colonial Subjects.

1. NOVA SCOTIA'S BIRTHDAY.

To-day the citizens of Halifax are called to celebrate the foundation of this city, where on the 21st of June, 1749, Governor Cornwallis landed as Governor of Nova Scotia, with a large body of emigrants, and Chebucto exchanged its name for that of Halifax. It is with curiously mingled feelings that we greet the return of this, our Nova Scotia's natal morning. Halifax has come to be One Hundred and Thirteen years old to-day—a young enough age for a nation when nations grew slowly, but somewhat more advanced, according to the modern standard of progress—which requires nations, as it requires men, to do as much as their antediluvian ancestry in less than a tenth of the antediluvians' time. One hundred and

thirteen years old!—and when we look backward on the tide of all these years, there is no doubt a shade of regret at some shortcomings and failures; but we are thankful to say, there is a glow of honest pride that overcomes all in reckoning over what we have accomplished, and reflecting upon what we have become.

A mighty change has been wrought since Cornwallis anchored for the first time in the harbor—perhaps that hardy leader, and his comrades hoped for greater things, in a shorter period, than the years that have been produced. But if all their hopes have not been realized, neither have been all their fears—and their descendants find themselves to-day with smoother ground beneath their feet, fairer scenes around them, and the old lion-flag floating still above them, without change or stain, after one hundred and thirteen anniversary mornings.

It was a strange scene that met the view of the pioneers of 1749. Nature in her wildness looked down upon them; on either shore the banks that stooped to the waves were heavily fringed with underwood, and encumbered with fallen boughs. Rank over rank on the hill side rose towering woods, in that freshness and yet that monotonous mass of verdure which marks the wilds of North America. Before they could raise one raft of the new homes they came to found, their hardy arms would have to ply the axe, in stroke on stroke among the ancient groups of heavy hemlock. They had to displace the wide, firm roots of pines that clutched the granite boulders in their knotty grasp, and pierced the uncultured soil. They could hear nothing in that overpowering loneliness but the clatter of strange birds—or haply the bellowing of moose in the depths of the forest. The only trace of man was far from re-assuring. The remains of the fire-wood cut on a previous visit by the French, were visible—the remains of some of the Frenchmen themselves, lying covered with leaves in the woods. The dreaded Indian with his wolfish instincts, his subtle woodcraft, his unreasoning hatred and his fatal weapons, they knew was near—perhaps nearer than they knew.

In such circumstances did the slender array of colonists found the settlement. Before the settlement grew to a city, years of toil and hardship—many a time of suffering, and many a round of wrong had to be endured. There were years of slow labor—years of neglect—years unmarked by enterprise—years painful with reverses—years of petty struggle and vexation, and long-abiding years of bitterness between man and man—years of hope long deferred; and with them mingled many years of peace—plenteous years, and years of honest effort and undoubted progress—till Halifax has reached her present position. Where windfalls rotted, handsome streets have been built; the boundless contiguity of shady trees has disappeared, and let the light of civilization in upon the favored spot; and the wild tangle of forest vines and underwood are no longer here to hamper the hasty feet of commerce. The nation has been multiplied and its joy boundlessly increased. If, as a people, we have not sprung up in such prosperous pride as that great Union that rose with us and beyond us, thank Heaven we have not fallen so low. If we have grown slowly, so does the oak; and the American Republic, that shot up like a meteor, has fallen quite as suddenly, and long before it reached the stars. The flag Cornwallis carried is still represented on our Citadel; two rival banners now dispute the dominions of the Union. If we have not the golden plenty of our neighbours, they have not our golden peace. If our lands are not so well cultivated, they are not the less fertile; if our resources are as yet comparatively untouched, they are none the less ample. All that our people want is energy and self-reliance; and if these are to be slow-growing plants in our intellectual soil, their hardiness will surely compensate for their tardiness. Altogether, Halifax, and the Province with it, may find room for congratulation on the past; if there is a trace of graver feeling in the eyes of him who looks anxiously forth to the future, still every feature is illumined with the sunshine of hope. With an industrious throng of farmers, fishermen, miners and artisans—with staunch and honorable merchants, and with all their people loyal, even though our enterprise be limited and our achievements moderate—the even tenor of our way is toward prosperity.—*Halifax Chronicle*.

2. THE ACADIANS AND LOUIS NAPOLEON.

We learn that the Emperor Napoleon has, at the solicitation of M. Rameau, presented 1,000*l.* to the Acadians of Rustico, Prince Edward Island, toward supplying books and maps to a Literary Institute lately founded at Rustico. These Acadians are a remnant of the once numerous and prosperous French colonists celebrated in Longfellow's "Evangeline." Last year they commenced a migration to a new settlement, at the head of Chaleurs Bay. As these hardy, but comparatively landless peasants, might become far more important farmers in Canada than they ever can be in Prince Edward Island, we trust the present Minister of Agriculture, Hon. M. Evan-

turel, will extend and facilitate the movement in their favour, so wisely inaugurated by his predecessor in office. In the matter of immigration and settlement, when no valid objections interpose, the nearest and most available material is also the most useful and practical. A few thousands spent in settling the Acadians of Prince Edward Island on good soil in Lower Canada, would prove decidedly preferable to maintaining an agent in Belgium or France, with no adequate results. M. Verret's mission to Europe has already cost considerable, but we look in vain for any arrivals of those whom he went out to direct hither.—*Quebec Vindicator*.

3. THE RESOURCES OF CANADA.

Of the numerous Colonial possessions of the British Crown, none has been more frequently under public discussion of late than Canada, and yet, perhaps, there is no colony that is so little known and appreciated by the general public.

The large amount of British capital sunk in unremunerative investments in the Province; the oppressive tariff on British manufactures; the cost to the mother-country for military expenditure in Canada; the explorations in the North-west Territory; the Parliamentary discussions on the Galway contract steamers, and the effects of the war in the United States, have all served to direct public attention very prominently towards Canada; a few remarks on the resources of the colony may serve to remove mistaken impressions, and cause it to be better understood by those who have not had opportunity to examine in detail its position and progress.

Independently of its north-western possessions not yet open for settlement, the Province of Canada embraces about 350,000 square miles of territory, and is thus nearly three times as large as Prussia or the United Kingdom, and one third larger than France.

In 1840, the two provinces of Upper and Lower Canada, which had hitherto possessed separate legislative bodies, were united; and the Constitution granted in 1841 conceded self-government and all the privileges which that involves; among others freedom of commerce. Under the influence of this legislation, even with many adverse circumstances of financial crises and political feuds, Canada has made immense progress, without Europe seeming to be aware of it.

In 1851, the population of Western Canada was 952,004 souls, and of Eastern or Lower Canada 890,261,—making a total of 1,842,265. In 1861, the population of Western Canada was 1,395,222 souls, and of Eastern Canada 1,106,148, or a total of 2,501,370,—a decennial increase of 659,105.

As might be anticipated, the population of the Western division has increased most largely; for in 1851 the excess of population in Western Canada, the British quarter, was but 61,743 persons; while in 1861 there was an excess of 289,074 persons over the Eastern district, or French quarter. The disturbed condition of the American States, the cheapness and facility of access to Canada by steam and rail, the free grants of lands offered to settlers, and the demand for agricultural produce, have greatly increased the tide of emigration to Canada. About a quarter of a million persons have left the United Kingdom for the British North American provinces (chiefly to Canada) in the last eleven years.

The Great Lakes and the River St. Lawrence form the natural outlet to the ocean for the countries situated on their waters, and afford great advantages for commercial communication with distant countries. The surplus waters of the Lakes are tributary to the St. Lawrence.

The canals of Canada overcome a total difference of height, from Lake Erie to the sea, of 564 feet.

The long channel of communication by river, canals, and lakes, of 1500 to 2000 miles, is practicable to sailing ships and steamboats of 300 to 400 tons.

In 1851, Mr. Andrews, in his official Report to the United States Government, estimated the value of the commerce of the Great Lakes to be about £80,000,000. In the last ten years, there can be little doubt that this commerce has more than doubled. The amazing progress of this Lake commerce is an index to the strides of the Great West in productive resources. The American tonnage employed on the Lakes in 1845 was 94,000 tons, valued at £1,250,000; and in 1855, 250,000 tons, valued at £2,500,000. The growth of Canadian tonnage on the Lakes has been quite as rapid as the American. In 1856, a Toronto paper gave a list of Canadian vessels on the Lakes, numbering 239, measuring 42,536 tons, and the cost of which had been about £500,000. This list did not include, however, many small craft, and there is no law compelling registration: hence the estimate is necessarily imperfect. The present Lake tonnage may be taken to be fully 400,000 tons of which two-thirds is American.

The amount of a nation's exports and imports is an excellent criterion by which to judge of the extent of its business and the greatness of its wealth. Measuring the prosperity and progress of

Canada by this test, we find that in 1834 the sum total of her exports and imports amounted to but £2,062,567; in 1851, they reached £7,049,081; and in 1856, £15,126,300. The year 1860 will be noted as an epoch in Canadian history, as being the first year in which the colonial exports exceeded the imports. The figures of the external trade in that year were—Value of imports, £6,888,324; of exports, \$6,926,360. Total, £13,814,684.

In 1849, the value of the trade between Canada and the United States was as follows:—

Exports to.....	\$1,481,082
Imports from.....	4,243,724

Total \$5,724,806

In 1859 it had increased to—

Exports to.....	\$13,922,314
Imports from.....	17,592,916

Total \$31,515,230

In 1860, the total trade with the Union was to the value of \$37,971,427.

The Free Trade policy of Sir Robert Peel was viewed with alarm by the people of Canada on its initiation; and although injurious to many interests in its first effects, instead of resulting in permanent evil, it has proved of immense benefit to Canada. Since 1847, the trade of the province has increased in a very satisfactory manner. With their American neighbours it will be seen the Canadians now carry on a trade of the value of £7,594,300.

Several important steps have been taken towards greater freedom of trade. Among these are the establishment of a free port, with a district attached to it, on the Gulf of St. Lawrence and at the Saulte St. Marie; the opening of the whole line of canal, free of all but nominal toll, to vessels, whether American or British, proceeding to a Canadian port, or proceeding out to sea by the St. Lawrence; and the reduction of the duties on wines, spirits, and dried fruits. It is to be hoped that economy in the expenditure, and a better management of the revenue assessments of the province, will enable the oppressive existing tariff on British manufactures to be modified.

Upon the union of the two provinces, in 1841, upwards of £1,500,000 sterling was voted in the first session for the St. Lawrence and Welland and Burlington Bay Canals, for harbours on the Lakes, and other internal improvements. The whole expenditure upon the public works connected with canals, rivers, lighthouses, roads, &c., has exceeded £5,500,000 sterling. There are upwards of 3000 miles of railway now completed or in progress; the total cost of construction of these, including the Victoria Bridge across the St. Lawrence, will amount to not less than £14,000,000.

Whatever may be the future value of Canadian railways as investments to shareholders, the advantages they impart to the sections of country they serve cannot be questioned. The main through lines will be the channel of communication for the continued growth of the great West, whilst the local and branch lines will be the means of peopling the forests through which they pass, and giving that value to the timber and soil which the mere fact of their having become accessible instantly imparts to them. There are now nearly 2000 miles of railway in operation in Canada, exclusive of the Grand Trunk extension to Portland (164 miles), which, though on American soil, yet having been constructed to secure an ocean port in winter, is really a Canadian road. The province has subsidised a weekly line of ocean steamers of its own, which perform the mail service with great regularity. The province pays to the Canadian Mail Packet Company £45,000 per annum.

Postal communication throughout the province is very complete. The most distant hamlet has its post-office, and the number of post-offices in Canada is now 1720. The expenditure, beyond receipts on post-office service, is about £60,000 per annum. The electric telegraph passes through every town and almost every village in the colony, and the number of miles in operation is at present 42,000. The approach or arrival of a steamer or sailing vessel at Quebec is known very nearly at the same moment in every town of the province.

The total tonnage, inwards and outwards, in 1856, was 12,250,000 tons, of which, in round numbers, 6,300,000 tons was Canadian steamers, and 4,760,000 tons American steamers; 830,000 tons Canadian sailing vessels, and 346,000 tons American sailing vessels. In 1860, 29,502 vessels, of 3,030,730 tons, passed through the provincial canals.

The natural resources of the country are unbounded, and they are provided, like all the gifts of Providence, with a distinct reference to each other which makes them doubly valuable. Water-power, that mighty engine of industry, is everywhere abundant, and just where it is required—in the midst of magnificent forests of valuable timber, for which an inexhaustible market is springing up

in the prairie regions in the Far West of America and in Europe. The value of all the vegetable productions of Canada in 1851 was estimated at £9,250,000, of which grain and flour constituted nearly two-thirds, at the present time this value has probably been doubled, for the exports alone of vegetable products are about £6,000,000 in value.

The agricultural produce of Canada consists chiefly of cereals and fodder, and the raising of live stock could coequequently be carried on on a very large scale. In 1859, the exports included 2,635,000 bushels of oats, 1,766,000 of barley and rye, 690,863 of peas, nearly 2,000,000 bushels of wheat, 427,007 barrels of wheat-flour and other articles the produce of the soil, to the aggregate value of £1,468,000.

In 1820, the total assessable property of Western Canada was estimated at £2,500,000: in 1854 it amounted to £50,000,000, exclusive of the value of public lands, public timber, and minerals. Nothing, however, tends more to illustrate the rapid growth of Western Canada than the difference between its exports of wheat at different periods.

In 1838, the quantity of wheat exported from Canada West amounted to only 296,620 bushels; in 1852 it reached 5,500,000 bushels.

In 1850, the number of bushels of wheat produced in Western Canada was 12,675,603, an average yield of 16½ bushels per acre—nearly as much as was grown in Ohio, the most fertile and productive of the American States, and an average yield of one-third more per acre. In 1856, the gross wheat produce of all Canada was 26,555,000 bushels.

According to the official statement of the Agricultural Bureau of Canada, the average yield of wheat in some townships exceeds 22 bushels per acre; and where an approach to good farming prevails, the yield rises to 30 and often 40 bushels to the acre. On new land, 50 bushels is not very uncommon; and Canadian wheat, grown near the city of Toronto, won a first prize at the Paris Exhibition. The quality of Canadian wheat is so superior, that the American millers buy it for the purpose of mixing it with grain grown in the United States, in order to improve the quality of their flour. The agricultural portion of Canada, which comprises four-fifths of the inhabited portion, and a vast area still in the hands of the Government, and now open for settlement, is unexceptionable; and when deterioration takes place, it is the fault of the farmer, and not of the soil.

The products of the forests in Canada are second only to those of agriculture in importance; and including the ships built and sold, are nearly equal in value.

Among the monarchs of the forest may be found white and red pine, the former of which is frequently met with 100 feet high to the first branch, and will occasionally reach 200 feet in height. The average size of the timber cut for the Quebec market will be in logs of about 20 inches square and 60 feet in length: white oak will cut to about 18 inches square and about 50 feet in length, although sticks of both timbers are occasionally cut considerably larger. Of both these kinds of timber immense quantities are annually sent to England; and large quantities of white oak are split up into staves for the manufacture of puncheons, hogsheds, barrels, &c., for the supply of the English and West Indian markets.

The quantity of the timber exported is as follows:—25,000 to 30,000 tons of elm; 35,000 to 40,000 tons of oak; about 400,000 tons of white pine, and 50,000 or 60,000 tons of red pine; about 1,000 sticks of timber suited for masts; about 3,000 M standard staves, and 5,500 M other staves; 50,000 standard hundred of deals, and 350,000 M feet of planks and boards.

The white ash is valuable for making oars. The prickly or black ash, as it is sometimes called, is an ornamental wood, some of which is very handsome, and used for making furniture. Among the other useful cabinet woods are the butternut, which is highly ornamental; the well known bird's-eye or curled maple; and the black walnut, which furnishes the most beautiful wood for cabinet work grown on the American continent. This wood is less known and appreciated in Europe than it deserves to be. Much of it is most beautifully veined, and some of it is richer in colour and far more handsome in appearance than the finest specimens of rosewood. The wild cherry and the cedar are hard and durable woods for many purposes.

In the process of clearing the wood-lands for settlement, the ashes obtained from burning the trees felled often goes a long way towards enabling the settler to meet the first cost of his land. Thus, in 1859, there were exported from Canada 25,598 barrels of potash, and 12,221 barrels of pearlash, of the aggregate value of £221,000. Our direct imports of these wood-ashes from Canada in the five years ending with 1860, averaged 115,000 cwts., which may be valued at £180,000.

Many of the indigenous plants may yet become available in medicine and the arts. Gingseng root, which is considered a sove-

reign remedy for most diseases by the Chinese, and fetches a high price, was at one time an article of considerable export from Canada, but, owing to neglect in the preparation the market was lost. The introduction and growth of chicory might be carried on with profit, and would prove highly remunerative. Attention could also be given with advantage to the growth of flax and hemp; and Canada should grow more tobacco, and be less dependent on foreign imports. Agricultural seeds, grass, clover, &c., and Indian corn, are very much neglected.

There are no recent statistics which furnish the number of live stock in Canada. By the census of 1851, it appears there were in the colony—horses 385,377, sheep 1,597,849, horned stock 741,106. These numbers, it is probable, have all nearly doubled since then. The Canadian horses are celebrated for their hardihood and useful paces, and especially as trotters.

Dairy produce must increase with the growth of the country, and embrace no inconsiderable part of the profitable labor of the farmer in Canada. Exclusive of the home consumption, the value of the butter, pork, wool, hides, &c., exported exceeds £300,000 per annum.

The fisheries of both Upper and Lower Canada are valuable, although not developed to anything like their full extent. The value of the fish production in 1860 was stated at £300,000.

On a coast line of a hundred miles in Lower Canada, the cod, herring, mackarel, salmon, and other fisheries are carried on successfully. There are about 70 salmon-fishing rivers in Lower Canada, which the Government are now fostering, with a view to enhance the commerce in this valuable fish. From the Bay of Chaleur above 10,000 barrels used to be exported. Much remains yet to be done in smoking and drying choice fish for the British market.

Passing now to mineral products, we may state that no man has done more than Sir W. E. Logan to develop the subterranean treasures of Canada, which are scarcely yet fully appreciated in proper quarters. The large masses of magnetic and specular iron ore, and of the rare silicate of iron, the blocks of limestone and marble and other minerals and building stones shewn at Paris, and those which will be exhibited in London in May, will serve to convey a fair impression of the economic value of the mineral resources of the province. The north-west, extending from Georgian Bay to the western portion of Lake Superior, presenting a range of coast of about 1,000 miles, which is washed by the waves of the largest lakes in the world, is rich in copper ores—rich to an extent which cannot be yet estimated, simply because it has not yet been explored. It is in no sense inferior to the American side of the lakes in this respect, so far as slight examinations have proved.

The mineral oil-springs of Western Canada, which now furnish in abundance an important article of commerce, have developed a new source of wealth.

The following statement gives the gross value in dollars of articles of Canadian Produce and Manufactures exported in—

	1855	1860
Produce of the Mines	\$125,835	\$558,306
“ Fisheries	459,920	832,646
“ Forests	7,947,923	11,012,263
Animals and their products.....	1,595,184	4,221,287
Agricultural products	13,030,400	14,259,225
Manufactures	476,077	502,037
Other articles, and Ships built at Quebec	1,288,107	1,475,736
Estimated short returned	3,265,014	2,270,430
	\$28,188,460	\$34,631,890
	\$5,637,692	\$6,926,378

The value of the direct exports of British Produce and Manufactures to Canada now averages £2,250,000 sterling, whilst the computed value of the imports from Canada is over £4,000,000.

Canada made one of the best displays of colonial produce at Paris: 348 exhibitors occupied 3145 superficial feet of space. Improving upon the experience of 1851, when there were 220 exhibitors, and satisfied that the exhibition of its products on that occasion had been of immense value to its commerce, the Colonial Legislature voted a large sum of money. Very great exertions were made by the province to be properly represented at the Paris Exhibition of 1855, and the sum of £12,000 was expended with this view. It was thought by the colonists that this expenditure was not so judiciously made as it might have been, and that there was much unnecessary outlay on commissioners and their expenses, prize essays printed, and other payments; and instead of the products being sold to defray some of the incidental expenses, they were handed over to the directors of the Chrystal Palace at Sydenham.

In consequence of the exhausted state of the finances of the province, and the feeling prevalent respecting the large outlay incurred at Paris, although a most influential Commission was

appointed, no grant could be obtained from the Canadian Parliament, in the session of 1861, to enable the Commission to obtain the necessary articles to forward a complete collection to represent the mineral and industrial resources of Canada at the forthcoming Exhibition. Sir W. E. Logan, the chairman of the Commission, however, undertook, upon his own responsibility, to procure a proper collection of specimens of Economic Minerals. The Boards of Agriculture and Manufactures of the two divisions of the province, represented by their presidents, who are members of the Colonial Commission, also agreed to furnish a collection of cereals and other agricultural products and manufactures, and a small grant of £1,200 has been obtained from the Canadian Government to pay the incidental expenses; so that the collection will, after all, be creditable, if not so extensive as on the last occasion.

While the American Union is crumbling away, the British provinces of North America, of which Canada is the chief, are steadily advancing in wealth and population. In the last ten years their population has increased by one million and a half of souls, and by the end of the next ten years it is probable they will have an aggregate population of six or eight millions. The communication between the agricultural districts of the west and the seaboard of the Atlantic, direct by railway, will ere long make them commercially independent. The large cities of Halifax and St. John will then rival some of those of the States. The average import trade of Canada in the five years ending with 1859 was £8,807,000, and its export £5,936,000. The territory of which Canada is the centre extends over an area equal to more than one-tenth part of the surface of the globe. Its resources as our rough glance will have shown, even when every allowance has been made for the sterile and desert districts of the north and west, may be said, without any figure of speech, to be exhaustless.

The agriculture, commerce and wealth of Canada will compare favourably with any other British colony, although unaided by any of the extraordinary advantages which Australia, British Columbia, and some others have enjoyed. To sum up in the words of one of its former governors, Lord Metcalfe,—"Long may it be one of the most splendid gems of the British Crown!—long may it flourish, a land of liberty, loyalty, industry, and enterprise, increasing daily in population and wealth—a place of refuge and comfort for a large portion of the superabundant numbers which the genius of Britain sends forth to fertilize and civilize the untenanted regions of the earth!—long may the happy connection of the United Kingdom and this colony in the voluntary bonds of mutual affection, be an unfailing source of benefit and prosperity to both!—and long may Canada rejoice in aiding and upholding the grandeur, might, and integrity of the British empire!"—*The Exchange*.

4. THE GOVERNOR GENERAL'S VISIT TO THE EDUCATIONAL INSTITUTIONS OF MONTREAL.

On Wednesday 2nd inst., His Excellency the Governor General and suite visited Montreal. After inspecting several public buildings, His Excellency proceeded to the Jacques Cartier Normal School, Notre Dame Street, where great preparations had been made to receive him. Inside the railing and in front of the building the Prince's band was stationed, and behind the 10th company of the *Chasseurs Canadiens*, consisting of pupils of the school, under the command of Captain Chauveau, Superintendent of Education for Lower Canada, were drawn up as a guard of honor. The band played the National Anthem on His Excellency's arrival, and the Hon. Mr. Chauveau's company presented arms. Lord Monck was received by Mr. Chauveau and Principal Verreau of the Normal School.

The Governor, after inspecting the *Chasseurs Canadiens*, was conducted to the School Library, where a number of ladies and gentlemen were in waiting to receive him. The Lord Bishop of Montreal and Metropolitan now read the following address:—

"May it please your Excellency,—We, the members of the Council of Public Instruction for Lower Canada, present in this city, hasten to offer your Excellency our most respectful homage, and to express our devotion to Her Majesty's Government. We feel the most profound gratitude for the marks of interest which your Excellency has been pleased to bestow on institutions placed under our control, and on which we rest our fondest hopes. The prosperous condition of Public Instruction in Lower Canada—where there are now nearly three thousand four hundred schools and educational institutions of all classes, almost all subvented by the Government, and affording instruction to upwards of one hundred and eighty thousand pupils—is due not only to the incentive action and assistance of the State, but also to the zeal and continued efforts of the clergy, and to the harmony which, happily, has ever existed on matters of Public Instruction, among all classes of Her Majesty's subjects in this section of the Province.

"When we take into account the adverse circumstances in which

a large number of Municipalities are placed, especially in rural districts, we cannot deny that the people of Lower Canada have made very great sacrifices to promote education—their annual contributions during the last eight years having increased from one hundred and sixty thousand to nearly five hundred thousand dollars.

"We do not, however, seek to disguise from ourselves the fact, that to complete and perfect our system of popular instruction, much remains to be done; but the lively interest your Excellency has been pleased to take in the labors that have devolved upon us, cheers us with the hope that, under your Excellency's auspices, we shall successfully overcome the difficulties that remain.

"With this anticipation we pray your Excellency to accept the sincere wishes that we entertain for the happiness of your Excellency and of Lady Monck and your Excellency's family."

The Hon. the Superintendent of Education then read the address in French.—Lord Monck then read the following reply:—

"The Members of the Council of Public Instruction.

"GENTLEMEN,—I receive with pleasure the assurances you have given of attachment to the Crown, and the welcome which you have accorded to me as its representative in this Province. The exertions which have been made in Canada for the promotion of public education are highly creditable to the Government and people of the Province; and I rejoice to hear from you that harmony on this important subject prevails amongst all classes of Her Majesty's subjects here. It will be at all times to me a most agreeable duty to assist you in overcoming the difficulties which still obstruct the perfection of the system of education, because I believe that in no other manner can I so effectually promote the interests of the people of Canada."

His Excellency was now shewn to the Model School, where the pupils received him with cheers, and presented the following address, to which he replied in a few graceful remarks:—

"My Lord,—The pupils of the Jacques Cartier Model School humbly beg leave to thank your Excellency for your gracious visit, and to assure you that they shall not cease to pray for the health and prosperity of your Excellency, Lady Monck and family."

His Excellency and suite were next conducted to the Normal School, which was tastefully decorated for the occasion. A large number of ladies and gentlemen and pupils of the institution were present. A class of pupils in their volunteer uniform, now sang a piece composed for the occasion, after which Principal Verreau called up Mr. Olivier, one of the pupils entitled to a prize, who read the following address in French:—

"My Lord,—It would be difficult to find expressions to tell your Excellency all that we feel at this moment. The unexpected honor of receiving our diplomas and prizes from the hands of the representative of Her Majesty in this Colony, inspires us with a duty of gratitude, of which the sentiments will be profoundly engraved on our hearts with the remembrance of this day, so memorable for us. This duty we do not know better how to perform than by shewing ourselves worthy in all things of the favors we have not ceased to receive from the Government—favors crowned to-day by the presence of your Excellency.

"To form with the greatest care subjects faithful to the government and to their country, capable of serving in the different careers of life—such is the important mission which is given us, and which, with the grace of God, and the instruction we have received, we hope to fulfil.

"When the country found itself for a moment menaced, we believed it our duty to offer our humble services for its defence, your Excellency was pleased to accept them, and after some months we find ourselves, we hope, in a condition, in our turn, to instruct the children who will be placed in our charge. We shall endeavor also to develop in them the first sentiments of patriotism and devotion, which break out in each page of the history of our country. The place where your Excellency is has been the residence of a great number of your predecessors; the noble example which your Excellency gives this day will be an addition to their best and most useful actions. Hardly arrived in our city, you give to public instruction a great mark of interest, and a great encouragement. May your Lordship be a thousand times blest, and deign to accept the sincere wishes that we form for your happiness, and for that of Lady Monck and all your family."

His Excellency presented the prizes to the deserving pupils, all of whom are members of Captain Chauveau's company; Mr. Jervais obtained the Prince of Wales prize of £100.

Principal Verreau, addressing His Excellency in French, said:—"The last prize given out had been reserved to that time, because more value and importance were attached to it than any other, on account of its being the one given by His Royal Highness the Prince of Wales when he visited this institution. He (the Principal) was extremely glad that on this occasion it fell to His Excellency, who was the representative of their most gracious Queen, to

present the prize in question. Although during the greater part of the year, the winner had not been as assiduous in his studies as he might have been, yet towards the close of the term he had exerted himself to the utmost, and won the honor creditably. We were under deep obligations to the Government for the liberal grants made for education, and he hoped that the teachers leaving this institution would ever inculcate into the minds of the youth of the country those principles taught here, of loyalty and fidelity to the Crown and Government under which they lived."

Lord Monck now, in acknowledgment of the address and complimentary remarks, made a brief reply. He said:—"He could conceive nothing more agreeable to a generous mind than the pleasure that arose in encouraging youth on its first embarkation in life. Nothing would give him more pleasure during his stay here than the duty he now performed. He hoped the incidents of this day would live in the minds of those who had received prizes, and that they would be incited to persevere in the course they had adopted; with God's blessing lead a useful life, and when it was ended pass into a better in the world to come." (Applause.)

The Governor General then took his departure, amid the heartiest cheering. It is but truth to say he seemed greatly pleased with his reception, and the various efforts made to render his visit as agreeable and flattering as possible.

M'GILL NORMAL SCHOOL.

His Excellency and suite next drove to this school, to inspect the institution and be present at the annual distribution of diplomas to the pupils in training. He was received by Principal Dawson and the heads of the school, who escorted him to the seat of honor on the platform. On either side of His Excellency sat the members of his suite and professors, and teachers of the McGill University and Model and Normal Schools, besides other gentlemen interested in these institutions of learning. A large number of ladies and gentlemen were present to witness the interesting ceremonies. Prof. Fowler's class of male and female pupil teachers sang "*La Serenade des Anges*" in creditable style, after which the Lord Bishop and Metropolitan offered up prayer.

Hon. Mr. Chauveau, addressing Lord Monck, said that in presenting to his notice the two classes of Normal Schools visited that morning, he had seen in reality all the Normal Schools of Lower Canada. Although they might be deficient in some of their arrangements, they had already done good service in the cause of education, having given diplomas to more than 500 pupil teachers now stationed in different parts of the country. Those schools were placed under the joint control of the Superintendent of Education and the Governor of the McGill University, and he could congratulate the latter heartily on the harmony which characterized their management. He (the speaker) could speak of the high talents of Dr. Dawson, and his unceasing efforts on behalf of the school, to which its present prosperity was no doubt greatly owing. The abilities and qualifications of this gentleman had lately been recognized by the Royal Society, which had elected him one of its Fellows.

Principal Dawson then, addressing His Excellency, said that the special business of the meeting was the conferring of diplomas, giving the legal right to teach in Model and Elementary Schools in Lower Canada; and he might be allowed to say that this was to be regarded as one of the most important annual educational ceremonies which take place in this Province, implying as it did, that young persons were being systematically trained in Provincial institutions for the important profession of the teacher, and were annually going forth to elevate the standard of that common school education which must form the truest basis of our national intelligence and prosperity. The McGill Normal School was the Provincial training school, more particularly for Protestant and English teachers; and that it might worthily fulfil its great mission, it enjoyed the joint experience of the Hon. the Superintendent of Education and of the McGill University, the oldest and most important University of Canada. Since the organization of the school in 1857, it had sent forth 144 trained teachers into the schools, and these were distributed throughout Lower Canada, and some of them beyond its limits. They proposed to-day to confer diplomas on 38 additional teachers, some of whom had studied with them and practised teaching in the Model Schools for one year, and after a stringent written examination (the printed questions for which were on the table), would receive the Elementary School diploma. Others had studied for two years, and after a still more severe examination, would receive the Model School diploma. The greater number of them were young women, because, in the present circumstances of Canada, the remuneration for the work of the teacher was too small, and the demand for the labor of educated young men too great in other callings to permit young men to devote themselves permanently to the profession of teaching; but for the same reason it was true that not only could they annually obtain more female teachers, but a higher intellectual and educational standard in the female

teacher. Before presenting these young persons to receive the diplomas which they had so well earned, he begged leave to thank His Excellency on behalf of the school and its numerous teachers scattered through Canada, and, he might add, on behalf of all those interested in the extension and improvement of elementary education, for the honor which he had done them by his visit, and for the countenance thereby given to their humble efforts.

Professors Robins and Hicks then read the list of the awards of honors, and the Principal presented the candidates to His Excellency, who handed them their diplomas.

The Governor General having kindly presented the diplomas, Miss Coke, one of the pupil teachers, read a valedictory, but her voice was inaudible a few yards distant.

Mr. Alex. Morris, M. P. P., expressed his pleasure at performing the duty which, as one of the Governors of the McGill University, had been assigned to him. That duty was to give expression to the interest the University took in the Normal School. But words were not needed for this purpose, as deeds spoke more strongly than words. The interest taken in this institution by the University, and especially by its learned Principal, was well known; and they had reason to congratulate the Professors that the Normal School had already reached a position of such early maturity and ripe excellence, giving a hopeful augury of the future, that he trusted it was destined to attain to. The learned Superintendent of Education had alluded to the government of this institution, and he could not help thinking the choice had been happily and judiciously made, and that the authorities evinced a wise discrimination and real appreciation of the educational interests of Lower Canada, when they linked the career of the Normal School with the University, as in this instance. It was a declaration that there existed an intimate and real association between the education of the people and that of the higher classes and members of the learned professions. He thought this system of government would be seen to be productive of good to the best interests of this Province. Common and higher education were thus so intimately associated that they would act and re-act upon one another. The pupils going forth from these schools would mould the minds of the rising generation of Lower Canada, and would exercise a happy influence upon all with whom they were brought in contact. He thought this institution had strong claims upon the English-speaking population of Lower Canada, which ought not to be disregarded. It was peculiarly their institution, and it was their duty to give it a cordial and liberal support—to send more pupils to receive instruction within its walls; and a higher duty still, to see that when those pupils came forth to educate the youth they (the public) might be well prepared to come forward and extend to them a liberal and friendly hand, and give that remuneration which the high office of a teacher entitled him to. He trusted the people of Lower Canada would not be found remiss in this matter; that they would be ready to make some sacrifices to secure that superior education of which their children were in need. He was extremely pleased to have the opportunity of meeting so many ladies and gentlemen on this occasion, and to see that so much interest was taken in it. He thought that one of the proudest and happiest features connected with our country was that the people had set themselves to obtain for every class in the community a liberal education. They had planted colleges and schools over various sections of the Province, which would attract pupils, and it could not but be that this would tell upon the future of this country; and he hoped that those to whom the destinies of the country had been entrusted, would combine with the people, as he was sure they would, to place those institutions in a high and assured basis. Let it be the aim of the people to make this Province a new Great Britain on the American shores. He concluded by thanking those present for the interest they had taken in the proceedings that day.

His Excellency the Governor General then rose. He said one observation which had been made by Mr. Morris must command the attention and acceptance of every person present, namely, that this school had great claims upon the British inhabitants of Lower Canada. He (Lord Monck) would extend the observation to include all schools which had for their object the education of mankind in general. It was not merely in the intellectual development which schools afforded mankind that their chief benefits were to be found. He thought that the training and discipline in order to secure that development were the real basis of education. It was the restraint which young persons were obliged to place upon themselves—upon their own desires and feelings—in order to acquire the intellectual portion of education, which, in his opinion, constituted the great advantage of schooling in the after-life of mankind; and it was for this reason, as being in some degree responsible for the mode in which political action was exercised in this Province, that he was sincerely glad they had taken the course intimated by Mr. Morris; and he congratulated this country upon the great efforts it is making, and the great sacrifices the taxpayers of this country are making for the extension of education among the people. He believed that

both public and private life education would be found to pay well, in a commercial point of view, in the future life of the generation rising among them. He trusted this day would long live in the memories of those who had received the authority of this institution to go forth among the people for their enlightenment and education; and that the success which had attended their first efforts in obtaining these diplomas, would be an incentive to them to persevere in the conscientious performance of their duties, so that, when it became their time to give an account of their task, they would be able to do it with joy and satisfaction. (Loud applause.)

The proceedings terminated with the singing of the National Anthem.

His Excellency next inspected the boys of the Model School, on the ground in rear, where they were drawn up in line to receive him, and expressed to Mr. Dearnally, drill instructor to the pupils, his satisfaction at the progress which they had made. The boys executed several movements in a creditable manner. The Governor General and suite then took their departure amid cheers.

M'GILL COLLEGE UNIVERSITY.

The following address was presented by Hon. Mr. Ferrier, who was attended by a number of the Governors, the Principal and Fellows, Professors, and other members of the Convocation of McGill University before the Levee:—

"To His Excellency The Right Honorable Lord Viscount Monck, Governor General of British North America, &c., &c., &c."

"MAY IT PLEASE YOUR EXCELLENCY,—The Governors, Principals and Fellows, with the Professors and other members of Convocation of the McGill University of Montreal, beg leave to offer, on the occasion of your Excellency's visit to this city, our cordial welcome to your Excellency, more especially as the visitor of this University, and the expression of our best wishes.

"It becomes us, as the representatives of the oldest University of Canada, to express our earnest hope and confidence that your Excellency will ardently promote the interests of public education in this country, and that under your Excellency's fostering care and patronage, the higher institutions of learning may flourish and extend themselves.

"Believing that the elevation of the standard of education, and the extension of its advantages to a greater number, are objects of the greatest importance, and second to no others which can engage the attention of the Government or the country, we shall always be ready to uphold the reputation in these respects which this University has already acquired, and under the guidance of your Excellency, to put forth still more strenuous efforts in these directions.

"It shall ever be our sincere prayer that your Excellency may be blessed and prospered in all your personal and domestic relations, and that your Excellency's Administration may be in the highest degree successful, and profitable to the best interests of Canada, and of the Empire.

"Signed on behalf of the University by

"THE HON. JAMES FERRIER,

"Senior Governor present."

To which His Excellency made the following reply:—

"To the Governors, Principal, Fellows and Members of the McGill University."

"GENTLEMEN,—I thank you for your congratulations on my visit to Montreal.—I have, already, since my arrival in this country, given public expression to my sentiments as to the vast importance of public education, and I therefore content myself with stating in answer to your address, that any system having for its object the instruction of the people, would be incomplete without such 'higher institutions of learning' as the McGill University,—a body which has already deservedly acquired a very high and widely-spread reputation, and in whose progress I have marked my own interest by consenting to become its visitor."

MONTREAL, July 2, 1862.

THE VISIT TO VILLA MARIA.

At half-past one o'clock, on Thursday, July 3rd, Lord Monck proceeded to the educational institute of the Ladies of the Congregational Nunnery, for the purpose of presiding at the annual examination of the young ladies of that institution His Excellency was received on alighting from his carriage by Mr. Louis Beaudry and Mr. Charles A. Leblanc, and by them conducted to the reception room where he was introduced to the Lady Superior of the establishment and the other nuns of Villa Maria, and then proceeded to the class-room for the purpose of presiding at the distribution of prizes. Over the platform at the end was suspended the motto—"Welcome noble Lord, thrice welcome to our Villa Maria," while on the same platform were to be seen specimens of the articles worked by the inmates of the Villa. A selection was played by the young ladies on the piano, harp and harmonium combined, as His

Excellency entered the room, and Miss Leblanc, daughter of Mr. C. A. Leblanc, proceeded to welcome him in a set speech which was prettily worded and apparently received with pleasure.

A dialogue in verse, entitled "Les Soins de la Province," was recited by a number of the pupils, with distinctness and dramatic effect. A number of exercises were then gone through, and Lord Monck proceeded to distribute the prizes to the pupils; and the proceedings terminated with the performance of the National Anthem. He then proceeded around the mountain, and returned to the St. Lawrence Hall at a few minutes past four o'clock.

5. CANADIAN ADMINISTRATIONS SINCE THE UNION.

The Lower Canada *Journal of Education* gives the following:—A glance at the different administrations which have succeeded each other since the Union, may not be uninteresting to some of our readers:—

Ogden-Sullivan—Feb. 13, 1841.

La Fontaine-Baldwin—Sep. 16, 1842.

Viger-Draper—Sep. 3, 1844.

Sherwood-Badgley—May 29, 1847.

Lafontaine-Baldwin—March 18, 1848.

Hincks-Morin—Oct. 28, 1851.

McNab-Morin—Sep. 10, 1854.

McNab-Tache—Jan. 25, 1855.

Tache-Macdonald—April 21, 1856.

Macdonald-Cartier—Nov. 1857.

Brown-Dorion—August 2, 1858.

Cartier-Macdonald—August 6, 1858.

Sanfield Macdonald-Sicotte—May 24, 1862.

Although the Baldwin-Lafontaine government resigned in 1843, and M. Viger was sent for at once, the new government was not completed before September, 1844.

Messrs. Macdonald and Cartier maintained themselves in power ever since 1854 and 1855. The first named gentleman formed part of the McNab-Morin administration, and the last formed part of the succeeding ministry.

III. Biographical Sketches.

No. 24.—WILLIAM BUELL, ESQ.

Mr. Buell's father settled in this township at a very early period. He was among the number of the U. E. Loyalists who sacrificed much for the love they bore to England; who left comparatively comfortable homes on the south side of the St. Lawrence in order to toil and struggle in the wild woods of Canada under the favor and protection of Great Britain.

Mr. Buell's father, before coming to Elizabethtown, had settled in St. Johns, C. E., where some one or two members of the family were born, the late William Buell, however, was born in Elizabethtown, on the 28th February, 1792. It would appear that the family afterwards removed to Point Claire, but again returned to Elizabethtown, and have remained here ever since.

"The old squire," Mr. Buell's father, represented Leeds in the Parliament of 1801. At the period of Mr. Buell's birth, all around Brockville was forest, wilderness, and gloom. Lord Dorchester was then Governor General of Canada, and from Lord Dorchester to our present Governor, Lord Monck, no less than twenty-five gentlemen have ruled and reigned in Canada in stead of Majesty. In Mr. Buell's youthful and more vigorous days, the clique long known as "the family compact" existed. Among their opponents was Mr. Buell. His education, considering the state of the country and the meagre privileges enjoyed by Canada at that early day, was most liberal, and at the solicitation of his brother, A. N. Buell, Esq., now master in Chancery, he left the quiet of his farm and mill, now possessed by his brother, J. P. Buell, Esq., and entered upon the stormy and thankless sea of politics, by purchasing the printing material of the *Recorder* office, the paper having been at that time about eighteen months or two years in existence. With this lever the "family compact" were vigorously assailed, and many of their unjust and tyrannical actions brought to light.

Though unambitious and unassuming, Mr. Buell possessed much vigor as a writer, and soon earned for his reward the confidence of the Reformers of the district. This was proved by the support he received when he was nominated as a candidate for parliamentary honours, he and our old and esteemed friend, John Kilborn, Esq., having been returned to Parliament in opposition, we believe, to the late Jonas Jones and David Jones, Esqrs., who ran in the interest of the family compact—this was in the year 1828. While Mr. Buell was in Parliament, the *Recorder* suffered nothing in public favour. The debates in the House were not at that time so laboriously reported as they now are. Mr. Buell attended to the

debates, and prepared for his paper a summary of all that was passing of public importance. Not having a copy of the journals of the House, and the early files of the *Recorder* having been burned when Mr. Buell's premises were consumed by fire a few years ago, we cannot accurately note circumstances and dates, but from what we can gather orally, we believe that when Parliament was dissolved in 1830 in consequence of the death of George the Fourth, Mr. Buell and another most worthy inhabitant of the district, M. M. Howard, Esq., were returned to represent Leeds.

At the next election in 1834, Messrs. Buell and M. M. Howard were opposed by the late Vice-Chancellor Jameson, at that time Attorney General, and Mr. Ogle R. Gowan. This election took place at Beverley, and resulted in the return of the two latter gentlemen. The scenes of violence and bloodshed which occurred at this election, have ever since been known as the "Beverley riots." The election was protested, and the evidence given respecting the outrages perpetrated on many of the friends and supporters of the Reform Candidates compelled Parliament to unseat Gowan and Jameson, and pass a special act, dividing the district, and naming four localities where the electors had the privilege of voting, instead of, as formerly, at only one place. Before the next election, Mr. Jameson, we believe, was appointed Vice-Chancellor, when Mr. Gowan and the late Jonas Jones again ran against Messrs. Buell and Howard, but the latter gentlemen were elected and sat till 1836, when Parliament was dissolved by Sir Francis Bond Head. At the election which followed, Messrs. Buell and Howard were defeated. The union having reduced the number of representatives, Leeds was only entitled to one, Mr. Buell therefore retired, and left the field to the Hon. James Morris, who carried the County against Gowan in 1841. In 1845, Mr. Buell was again solicited to contest the County against Gowan, which he did, unsuccessfully.

This was, we learn, the last occasion on which Mr. Buell contested the County of Leeds. While in Parliament, Mr. Buell gained the esteem and respect of his opponents by his strict integrity and honesty of purpose. He never allowed himself to be swayed by private feeling, the public good, and that alone, being his guide in all that he did—the educational interests of the country receiving from him much attention. Mr. Buell held the rank of Lieut.-Col. of the 7th Battalion of Leeds. His commission as such is dated Jan. 17, 1847. During the rebellion of 1837 he was captain, and we are informed was the *only captain* who took his place when the Militia was called out to meet the rebels in 1837, on the occasion of the men being marched a few miles in the direction of Prescott, and afterwards ordered back to protect Brockville. This incident exhibits the true hero, that while constitutionally seeking the reform of abuses, he sought to repel all rebellious attacks on the province. Prior to this period, Mr. Buell's heroism had been conspicuous. In 1812 and 1813 he did duty as a soldier, and was present at the battle of Chrysler's Farm, for which, some years ago, he received a silver medal from her most gracious Majesty. He was several years in the Town Council. He was also honoured with the office of President of the Police Board, and the Mayor of the Town. In every situation, however, the same courtesy and kindness characterized his actions, and won for him a name which will not soon be forgotten. His memory will be green in the recollection of his friends when that of men yet alive will be forgotten. On Thursday last his remains were followed to the grave in the new Cemetery by a large concourse of friends and neighbours.—*Abridged from the Brockville Recorder.*

No. 25.—COL. JOHN CLARK.

Again, as public journalists, we are called upon to chronicle the death of one of our oldest, best known, and most respected inhabitants—of one whose name had become a household word, and of one who was looked up to as embodying in his own person all those nobler, honourable, and chivalrous characteristics of the early settlers of Upper Canada. In the death of Colonel Clark, the old residents of this part of Canada feel that they have lost a valued friend and companion; the poor and needy an open-handed and open-hearted benefactor, and the young a judicious counsellor. On Wednesday afternoon the Colonel was in town attending the funeral—~~as~~ one of the pall-bearers—of his lamented friend, the Hon. W. H. Merritt, apparently in good health and spirits, and on Saturday evening we were startled and grieved to learn of his sudden death, after only about one hour's sickness. Truly, "in the midst of life we are in death," and there is reason to believe that the departed has for many years had this fact prominently before his mind, for in a journal left by him we read, "My brothers William and George are dead, leaving me the only survivor of my father's family, now in the 78th year of my age—soon expecting to be called hence." The deceased was a son of a soldier of the 8th, or King's Own Regiment, who emigrated from Somersetshire, England, in 1737, and joined the army at Quebec in 1768. The Colonel was

born at Kingston, in Nov., 1783, and was therefore nearly 79 years of age. The family subsequently removed to Niagara, then to Newark, where the parent held the office of Barrack-master, and was also Sheriff of Lincoln county until 1803, when Thomas Merritt, Esq., succeeded to that office. The deceased obtained the rudiments of his education at the garrison school, at the old Fort Niagara, and subsequently attended the school of Mr. Richard Cockerell. Afterwards he was placed under the charge of Dr. Strachan (Episcopal Bishop of Toronto), then Principal of a school at Kingston. In 1802 he commenced life as a clerk with Forayth & Co., of Niagara, being then in the nineteenth year of his age, and in a short time commenced business in that place in company with the late Mr. William Johnson. When the war of 1812 broke out, Colonel Clark at once volunteered in defence of his country, and was placed on duty by Gen. Brock as Lieutenant and Adjutant of the 1st and 4th Lincoln Flank Companies. In March, 1813, he was promoted to the rank of Captain, Assistant Adjutant General of Militia, by Gen. Sheaff, and retained that berth until the close of the war in 1815. He has remained attached to the Militia ever since—dying with the rank of Lieut.-Colonel. In December, 1815, he married Sarah, daughter of the late George Adams, Esq., by whom he had nine children, all of whom are now living but one. His services during the war were very valuable, and he took part in several engagements, the principal of which was Queenston Heights. The deceased was a member of Parliament when the first vote for the incorporation of the Welland Canal Company came up, and for voting for that measure was ousted from his seat, but subsequently was re-elected. He was for many years Collector of Customs for the Port of Dalhousie, but resigned some years since in consequence of failing health, and has since resided on his farm at that place. A liberal in politics, always anxious to do his best to promote the interests of his country, Col. Clark was identified with the various improvements that have taken place in the political and social condition of Canada. But he never would do aught that could militate against the connection with the mother country. Loyalty was a principle with him, and while he protected the liberties of the people by his influence and words, he was careful at the same time that the latter should not go beyond the proper duties of good subjects. The deceased was a firm friend of the late Mr. Merritt, whose election he promoted in 1832, and whom he supported in all his undertakings. The death of these two old and prominent citizens, having extensive family connexions, has plunged a large portion of our country in mourning, occasioning a void in society that will not speedily be filled.—*St. Catherine's Journal.*

No. 26.—REV. DR. FALLOON.

The late Rev. Dr. Falloon, who died on Sunday, was Rector of Melbourne, and Principal of St. Francis College, Richmond, Eastern Townships. The deceased came to this city about two weeks since for medical advice. The close of his life was cheered by the presence and visits of the Bishop and Clergy. Dr. Falloon was the author of a series of letters that appeared in the *Morning Courier* of this city, in 1843, and which were afterwards published in a pamphlet, cleverly reviewing and refuting the History of the Reformation by Dr. Merle D'Aubigné. The deceased was a native of Ireland, and had conferred upon him, at the last convocation of McGill College, the honorary degree of LL.D. He was a man that was greatly and justly respected, not for his talents alone, but for the upright and faithful manner in which the duties of his sacred calling were fulfilled.—*Montreal Advertiser.*

No. 27.—THE RIGHT HON. LORD CANNING.

"England expects every man to do his duty" when engaged in her service, and rarely indeed is England disappointed in any of her sons. Of this the late Earl Canning is a remarkable instance. The third son of one of the most gifted orators and Statesmen in the House of Commons, at a period when both were less rare than at present, he entered the House of Commons in 1836, at the comparatively early age of 24. In the following year, the death of his mother (who had been created a peeress in her own right on the death of her husband, the Right Hon. George Canning) gave him a seat in the House of Lords. In 1841, he became Under Secretary to the Foreign Secretary, in the ministry of Sir R. Peel. He was afterwards Chief Commissioner of Woods and Forests; but in July, 1846, he resigned with his party, and, refusing office under the Earl of Derby, he returned to power with the Coalition Ministry of 1853, and distinguished himself by his administrative capacity as Postmaster General. He held the same appointment for a short time in the re-constructed Administration under Lord Palmerston, who selected him at the close of 1855 to succeed Lord Dalhousie in the Governor-Generalship of India. Rarely indeed has a public man so fierce an ordeal to go through as Lord Canning had in India, for

in the year after he assumed office the terrible mutiny broke out—that fierce, cruel rebellion, of which no Englishman can yet think without bitter anguish; yet in this unparalleled emergency, Lord Canning's energy, courage, and resolution failed not for one moment. The *Times* has well remarked, in reference to this subject:—

“Desiring, like every other Governor General, to have peace in his time, and full of schemes for improvement, he found himself engaged in not one, but many wars, within the pale of his own government, and unable to move out of his own palace without the risk of meeting an enemy even in his own attendants. All eyes were then turned upon him, and everybody asked what Lord Canning was doing, and whether he was equal to the emergency. At this time, with the calmer and wider view which all can take of that terrible crisis, men will not ask, as rash men then did, whether a prompter hand could not have cut the knot quicker. The prevailing belief now is, that so great and deep a mass of disaffection could only be cured by the slow and sure process of a regular war. The affair was soon in the hands of Generals, whom Lord Canning had to choose, to encourage, to support, and to supply. Nor was he ever charged with a failure of these duties. He had the still more difficult task of combining humanity with a vigorous prosecution of the war, and of restraining the passions of men maddened with injuries, indignant at treachery, and smarting with losses. He did interfere with a strong hand between vengeance and its victims, and so prevented the growth of bitter animosities, and perhaps endless retaliations. His timely interference in favour of those who laid down their arms, no doubt contributed to the general submission, and the present happy oblivion of offences. The war over, there followed the long and delicate process of pacification. To the distant spectator, and to those who went on the old maxim that a conquest should pay its own expenses, Lord Canning appeared to deal lavishly with the means placed at his disposal. He forgave, reinstated, and rewarded with more than imperial clemency and generosity. But it is as easy to underrate the difficulties of peace as it had been to despair of a successful ending to the war. The result was peace, order, and loyalty.”

In another place our distinguished cotemporary has well remarked: “There are few finer things in modern history than the fact of his quietly remaining at his post after receiving Lord Ellenborough's outrageous despatch on the Government of Oude. As he had before been accused of too much leniency, he was now accused,—and that in the most extravagant terms,—of too much severity. After such a public rebuke, especially in the knowledge that it was undeserved, he could easily have escaped from the labour of a most arduous task,—the pacification of India. He might have resigned, and let some new man undertake the work. He held on, however. He knew that, under the circumstances, resignation would be most embarrassing to the public service, and that no one could do the work of pacification so effectually as himself. He remained where he was, and has had the satisfaction of seeing India once more happy and content—once more able to make the revenue meet the expenditure—once more to rise from decay, and flourish in a new life.” But at what a sacrifice was this accomplished—a sacrifice of ease, health, his beloved wife, and lastly life itself! All these did Lord Canning lay down for England—all these did he sacrifice at the shrine of duty! Here is moral heroism which touches the sublime; which teaches that man is something more than the creature of a day; that, to quote again from the *Times*, he “is not made even for power and office,—not even for glorious success or bright nobility,—not for anything which this world can give. He is made for something higher and greater still, even within our narrow ken. He is never so great as when he does his work and dies, reaching at once his home and his grave, his present rest and his unending fame.” Lord Canning died in London, on June 17th, leaving no successor to his titles—no inheritor of his great name and heroic fame. George Canning now survives only in Lady Clanricarde and her children.—*Cobourg Star*.

No. 28.—MAJOR-GEN. BRUCE.

We have to record the death of Major-General the Hon. R. Bruce, Governor to the Prince of Wales, who expired on Friday morning at St. James' Palace. The lamented General returned home on the 14th inst. from attending on the Prince of Wales during his tour in the East, in infirm health, arising from a fever contracted at Constantinople. Shortly after his arrival the General had a relapse, and during the last eight days gradually sunk. The deceased was the second son of the late Thomas, Earl of Elgin, by his second marriage with Elizabeth, youngest daughter of Mr. Oswald, of Dunnikier, N. B., and was therefore brother to the present Earl of Elgin, Viceroy of India. The Queen and Royal Family suffered a great accession of grief by the receipt of the melancholy intelligence of the death of Major-General the Hon. R. Bruce. Enjoying the entire confidence and the sincere regard and esteem of the Queen

and Prince Consort, General Bruce was entrusted with the charge of the Prince of Wales as his Governor, a trust which he discharged with fidelity, good judgment, tact, and kindness rarely equalled. Upon the receipt of the intelligence of the dangerous state of the General's health on Thursday evening, the Prince of Wales immediately made arrangements to go to London to visit his revered friend. His Royal Highness left Osborne at seven o'clock on Friday morning before the sad intelligence had reached Osborne by telegraph.

No. 29.—SIR THOMAS WYSE.

The death, in his 71st year, of Sir Thomas Wyse, a distinguished citizen of Waterford, and English Minister at Athens, is announced. He was an active co-laborer with Mr. O'Connell in the work of emancipation, and was a life-long friend of education, and for several years occupied a seat in Parliament. When a young man he married a daughter of Lucien Bonaparte, niece of the first Napoleon and cousin of the present Emperor, but the marriage was not happy, and he separated from his wife some years ago.

IV. Papers on Practical Education.

1. OBJECT TEACHING.

BY CHAS. DICKENS.

It is but a stone's throw from the High Court of Chancery—High, as we say also of venison or pheasant, when it gets in very bad odor—to the London Mechanics' Institute in Southampton Buildings. After a ramble among lawyers in their wigs and gowns, and a good choke in the thick atmosphere of chancery itself, we stepped in at once, one day not long ago, among a multitude of children in pinafores and jackets. There they were, one or two hundred strong, taking their time from a teacher, clapping their hands and singing “Winter is coming,” and a great many more songs. They suggested much better ideas of harmony than the argument of our learned brother, whom we had left speaking on the question, whether money bequeathed to be distributed in equal shares to John and Mary Wilson and James Brown—John and Mary being man and wife—was to be divided into two parts or into three.

The children, when we went among them, were just passing from one class into another, and met in the great lecture room to sing together while they were about it. Some filed in, and some filed out; some were on the floor, some in the gallery; all seemed to be happy enough, except one urchin at the extreme corner of a gallery. He displayed an open copy book before him to the public gaze, by way of penance for transgressions in the writing lesson, but he looked by no means hopelessly dejected.

There are three hundred and fifty children in attendance on this school, which is conducted by five teachers. The children here, we were informed, are classed in the first instance according to their ages in three divisions, the first taking in those under eight years old; the second, those between eight and eleven; the third, children older than eleven. These form, in fact, three ages of youth. It is found most convenient to teach children classed upon this principle, and to keep the elder and younger boys from mutual action on each other, because it would be impossible to provide for such a school so many teachers as could exercise very minute supervision. In each of these three divisions, the children are subdivided for the purpose of instruction into two classes—the quick and the slow—which receive lessons suited to their respective capacities. It is obvious that, without punishment, five teachers could not preserve discipline among three hundred and fifty boys; and therefore, though it is but seldom used, a cane is kept on the establishment.

The children having clapped and sung together, sang their way out of the great room, in file, while others began streaming in. We were invited to an Object Lesson, and marched off (not venturing to sing our way into a class room), where we took our seat among the pupils, whose age varied between eight years and eleven. The teacher was before us. We were all attention. “Hands down.” We did it. “Hands on knees.” Beautifully simultaneous. Very good. The lesson began.

“I have something in my pocket,” said our teacher, “which I am always glad to have there.” We were old enough and worldly enough to know what he meant; but boys aspire to fill their pockets with so many things, that according to their minds, the something in the teacher's pocket might be string, apple knife, brass button, top, hardbake, stick of firewood for boat, crumbs, squirt, gunpowder, marbles, slate pencil, pea-shooter, brad-awl, or perhaps small cannon. They attempted no rash guess, therefore, at that stage of the problem. “Boys also” our teacher continued, “like to have it, though when it gets into a boy's pocket, I believe that it is often said to burn a hole there.” Instantly twenty outstretched hands indicated an idea demanding utterance in twenty

heads. "If you please sir, I know what it is." "What is it?" "A piece of coal."

You draw your reasoning, my boy, from a part only of the information given to you, founding your views of things on the last words that sounded in your ears. We laughed at you, cheerfully; but when we see the same thing done in the world daily by your elders, we do not always find it a laughing matter.

"This little thing in my pocket," the teacher continued, "has not much power by itself, but when many of the same kind come together, they can do great deeds. A number of them have assembled lately to build handsome monuments to a great man, whose name you all ought to know, who made the penny loaf bigger than it used to be—do you know what great man that was?" Minds were out, answers were ready, but they ran pretty exclusively in favor of Prince Albert and the Duke of Wellington. "I am sure," says the teacher, "you must have heard who made all the loaves larger without altering the price, think again—who was it?" A confident voice hazarded the suggestion that it was "Guy Fawkes," and half-a-dozen voices cried "Guy Fawkes." There are always some to follow the absurdest lead, if it be taken confidently, in the great as in the little world.

"Guy Fawkes! nonsense, do you mean him to be carried about in your heads all through November and December?" More inquiry at length elicited, after a little uncertain hovering about Louis Napoleon, the decisive opinion that the man who made bread was Sir Robert Peel. "If you please, sir," said an argumentative little fellow, "he did not make the penny loaf bigger." "Why not?" "He did not make the loaf: he made the baker make it." The difficulty thus started having been properly gone into and further statement of the riddle having been given, it was at length fairly guessed that the teachers object upon which he meant to talk with us that day was a Penny.

We ascertained that it was round, that it was hard, that it was brown, that it was heavy—by which we meant as some of us explained, that it was heavier than the same quantity of water—that it was stamped on both sides and so forth; also that it was made of copper. Pence being next regarded purely in the light of coppers, the name of the metal, "Copper," was written at the top of a black board, and a line was drawn, along which we were to place a regiment of qualities. We began easily by asserting copper to be hard; and showed our penetration by discovering that, since a penny would not do for framing as a spy-glass, it must be opaque. Spell opaque? O dear, yes! twenty hands were out; but we were not all so wise as we imagined. No matter; there are folks of bigger size elsewhere who undertake what they are not able to do. O-p-a-k-e ought to be right; but, like not a few of which we could argue that they must be right, it happened to be wrong, so what was the use of talking. We heard a little boy in the corner whispering the truth, afraid as yet to utter it too boldly. It was not the only truth that has appeared first in a whisper. Yet as truth is great and shall prevail, it was but fit that we all finally determined upon o-p-a-q-u-e; and so we did; and we all uttered those letters from all corners of the room with the more perfect confidence as they grew, by each repetition, more familiar to our minds.

A young student in a pinafore, eight years old and short for his age, square and solid; who had been sitting on the front row, nearly opposite the teacher, was upon his legs. He had advanced one or two steps on the floor holding out his hand; he had thought of another quality, and waited to catch Mr. Speaker's eye. But our eyes wandered among the outstretched hands, and other lips cried, "It is malleable;" so malleable was written on the board. It was not the word that still lurked in the mind of master Square, who in a solid mood kept his position in advance, ready to put forth his suggestion at the earliest opportunity. What malleable meant, was the question over which we were now called upon to hammer, but we soon beat the answer out among ourselves; and then we spelt the word, and malleability into the bargain. Master Square uplifted his hand the moment we had finished; but there rose other hands again, and the young philosopher, biding his time in sturdy silence, listened through the discussion raised as to whether or not copper might be called odorous. This debate over, Square was again ready—but an eager little fellow cried that copper is tenacious, upon which there was a new quality submitted to our notice, which we must discuss, explain, and of which the name had to be spelt. But Master Square's idea had not yet been forestalled, and he, like copper, ranked tenacity among his qualities. "At length he caught Mr. Chairman's eye, and said with a small voice, "Please, sir, I know a quality," "and what is that?" the teacher asked. Little Square replied, as he resumed his seat, "It's INORGANIC."

Here was a bombshell of a word thrown among us by this little fellow, but we did not flinch. Inorganic of course meant "got no organs," and we all knew what an organ was, and what a function

was, and what were the grand marks of distinction between living and dead matter, and between animal and vegetable life. So we went on, with a little information about mining, and display of copper ore; a talk about pyrites, and such matters. Three quarters of an hour had slipped away.

2. SEE TO THE SCHOOL HOUSE.

It is the duty of teachers, as well as parents and school committees, to see that the circumstances under which children study are such as shall leave a happy impression upon their minds; for whatever is brought under the frequent observation of the young must have its influence upon their susceptible natures for good or evil. Shabby school houses induce slovenly habits. Ill-constructed benches may not only distort the body, but, by reflux influence, the mind as well. Conditions like these seldom fail to disgust the learner with his school, and neutralize the best efforts of his teachers. On the other hand, neat, comfortable places for study may help to awaken the associations enchainning the mind and the heart to learning and virtuous instruction, with links of gold brightening forever.

3. EVILS OF MENTAL PRECOCITY.

The following paragraph from Dr. W. A. Cornell's late work, entitled, "How to Enjoy Life," presents a subject which should be well understood by parents and teachers of precocious children: "The premature development of the mind and neglect of the body have long been prominent evils in our educational system. It is often very pleasant to fond parents to see how bright, intelligent, and witty their children are; and they often find great satisfaction in shewing to others the brilliancy and mental sprightliness of their precocious darlings. Such parents know not what they are doing. All the praise lavished by such parental folly, and fond aunts, and doting grand-parents, and injudicious friends, tends to the serious injury and certain destruction of their children. Their keen flashes and sparkling witticisms are but the indications of an over-stretched mind and a neglected body. Our many systems of education thus destroy many children every year. This neglect of the physical, and stimulating the mental man, is to be deplored, from the fact that this early precocity is wholly unnecessary, because many of the best educated and useful men the world has ever seen were very dull pupils in early childhood. Andrew Fuller, Sir Walter Scott, and Daniel Webster were very dull scholars when children; and yet who has done more in theological discussion than the former? Or who in the world of intellect than the second? Or who at the Bar and in the Senate than the latter?"

V. Papers on Natural History.

1. THE SWALLOWS—SINGULAR PROCEEDINGS.

Those interested in natural history may remember that last year we noticed a singular proceeding of these birds on the farm of Mr. Ira Rymal, about a mile and a half from Barton Church. A hollow tree on the farm is the scene of this curiosity, which last season was witnessed by hundreds. The swallows congregate around and above it, towards sunset, in immense numbers, and just as the God of day disappears, they form in a line and descend with astonishing rapidity into the hollow of the tree. We learn that they have made their appearance this year, but in increased numbers. It is naturally a subject of speculation among naturalists, and to all it is a sight worthy a few miles walk.—*Hamilton Spectator*.

2. A CASE OF FELINE TENDERNESS.

Some weeks ago, two or three young men engaged in chopping on the farm of Mr. John Clark, M. C., of Puslinch, found a pair of young squirrels in the cleft of a tree which they had felled. They brought them home and placed them before a large cat, noted for her hunting propensities, expecting, no doubt, that she would make a meal of them. Contrary, however, to her feline instincts, instead of pouncing upon them as expected, she fondled and caressed them, and having brought forth a litter of kittens a few days afterwards, all of which, by some accident perished, she adopted the squirrels, which had in the meantime been taken charge of by one of the junior Clarks, as her own. She has since been nursing them with the greatest assiduity, and woe be to the presumptuous dog that dare approach her charge. They are growing rapidly under their foster mother's gentle care. Instances of this nature throw a shade of probability around the stories which sometimes come to our ears, of children being nursed by wolves and other animals of an equally blood-thirsty disposition, as the squirrel is as much the natural prey of the cat as the child is of the wolf.—*Guelph Advertiser*.

3. PUSS IN A NEW CHARACTER.

A Kirkcaldy correspondent sends us the following:—"An interesting illustration of the curiosities of natural history occurred the other day at Kirkcaldy. A duck's egg, by some mistake, had been put among the eggs which a hen was at the time hatching. The chickens, however, broke their shells five or six days before the duckling, and no sooner had the alien made its appearance than they flew at it, pecking it, and seemingly determined to destroy it. An Archangel cat, which was nursing a family of kittens, seeing the image of which the duckling was the object, seized the little victim, carried it off to her own nursery, laid it beside her kittens, and has ever since tended it with as much care and interest as if it had been a genuine member of the feline species. Duckey seems perfectly contented with its mamma; and although it leaves her at intervals to be fed, never fails to return to its generous protector. The kittens, we believe, had been equally kind to their new playmate, and manifest no signs of animosity.—*Scotoman*.

VI. Miscellaneous.

WAITING FOR 'PA!

THREE little forms in the twilight gray,
Scanning the shadows across the way;
Six little eyes,—four black, two blue,—
Brimful of love and happiness too,
Watching for 'Pa.

May, with her placid and thoughtful brow,
Gentle face beaming with smiles just now;
Willie the rogue, so loving and gay,
Stealing aly kisses from sister May!
Watching for 'Pa.

Nellie, with ringlets of sunny hue,
Cosily nestled between the two;
Pressing her cheek to the window-pane—
Wishing the absent one home again:
Watching for 'Pa.

Oh, how they gaze at the passers-by!
"He's coming at last!" they gaily cry.
"Try again, my pets!" exclaims mamma,
And Nellie adds, "There's the twilight star"
Watching for 'Pa.

Jack nods and smiles, as with busy feet
He lights the lamps of their quiet street:
That sweet little group he knows full well,—
May and Willie, with golden-haired Nell,
Watching for 'Pa.

Soon joyous shouts from the window-seat,
And eager patter of childish feet—
Gay musical chimes ring through the hall,
A manly voice responds to the call—
"Welcome, Papa!"

—*Child at Home*.

2. THE QUEEN AND THE MANUFACTURING DISTRESS.

LONDON, July 31st, 1862.

The Queen! God bless her! No shouts! No hurrahs! But a fervent lifting up of eyes and heart, a hearty invocation of a blessing from above. God save the Queen and comfort her! How universal is that prayer throughout the British dominions. How during the last few days the people of the three Kingdoms have been taught to renew it. God save the Duchess of Lancaster! Out of the county Palatine come sad accounts of want, destitution and famine. There is sore distress fallen on the people there, and they have borne it as perchance no people ever bore distress before. The angry passions let loose in America have cursed this land as well as that. Gaunt starvation is a worker here in the employ of the war spirit of the new world. Lord Derby and Lord Ellesmere, and Egerton of Tatton, and others of the great landowners of Lancashire and Cheshire, remembering the duty their riches impose on them, have subscribed their thousands to a relief fund, and the good Duchess of Lancaster, laying aside for the time her royalty, steps into the circle of her Peers and claims a share in their charitable work. How well and gracefully she does it, the subjoined letter tells:—

"BALMORAL, July 24, 1862.

"My dear Lord Derby,—The Queen has long had her attention and anxious sympathy attracted to the sufferings, so patiently and nobly borne, of that portion of her Majesty's subjects in the North of England, which is connected with cotton manufactures, and which is at present unfortunately thrown out of employment.

"It would have been long since very pleasing to her Majesty to have assisted them and mitigated their privations; but it was considered advisable to test the sufficiency of the ordinary means of relief to meet this great misfortune.

"Her Majesty has, however, seen with much satisfaction that a meeting has been held, under your presidency, of those who are connected by property with the great manufacturing districts, for the purpose of tendering their aid to those living in their own neighbourhood who have been plunged into destitution by no disinclination to maintain themselves by honest and independent labour, but by lamentable circumstances entirely beyond their control.

"The Queen gladly associates herself, under her title of Duchess of Lancaster, with these suffering districts, and is pleased to find herself thus entitled to send her aid to those for whom she has long felt deep compassion.

"I have received her Majesty's command to forward through you the sum of £2,000, to be added to the fund for the aid of the sufferers in the cotton manufacturing districts.

"Sincerely yours, C. B. PHIPPS."

There is a kind of sorrow which is selfish and broods ever on itself—or rather there are natures on whom sorrow thus operates. Our Queen, shutting herself out from society and its consolations, to mourn apart for him she loved and honoured as a true wife should, sought the higher consolation which the Highest offers to all who are afflicted—nor even that selfishly—the sorrow of the poor widows of the Hartley Colliery accident received from her sympathy and assistance; no sooner had General Bruce been stricken down in the service of her son, than his widow was given a household appointment, and is now the chosen companion of the Royal widow in her retirement at Balmoral. Thence, too, comes this Royal letter to say that her Majesty has been awaiting a fit opportunity when assistance might seem most needed, to shew in act the sympathy she has all along felt for her people who suffer. And so men say now, with voices trembling with emotion—God bless our Queen and comfort her!—*Ed. Cor. of Montreal Gazette*.

3. WIDOWS' ADDRESS TO THE QUEEN.

An address, unique of its kind, was recently presented to Queen Victoria. It came from Wolverhampton, and was an address of condolence from the widows of that neighbourhood to the royal Widow. Many of the poor women, widows of colliers walked several miles into Wolverhampton with the single purpose of affixing their name to the paper.

4. THE PRINCE OF WALES AND THE PRINCESS ALICE.

The Prince of Wales has returned to England after a tour in the Holy Land, which, we may hope, has been of benefit to him in forming his mind, and fitting him to bless, by good government in the future, the many millions who have been made happy by his mother's reign. One of the first places he visited was the International Exhibition. On many previous days, as I have told you, his sisters had been inspecting the wonders of the Exhibition, and had passed through the building without any troublesome notice being taken of them. Not many knew them; and they had seemed to prefer to come upon the shilling days and work their way through the throng of the humbler class, than on the high-priced days, when those who were more likely to know and stare at them made up the greater part of the visitors. But when it was once buzzed about that the heir apparent, just returned from the East, was in the building, and Sir C. W. Dike was seen accompanying a young gentleman and lady, whom every one speedily recognized as himself and the Princess Alice, they were regularly mobbed by the eager curious loyalty of the people. The Prince, well accustomed now to this sort of homage, strode manfully on as if he cared nothing about it. But the Princess looked pained and agitated, and clung to her brother's arm with a timorous sort of grace, shrinking almost behind him—which made one pity her; and yet it was a pleasant sight. The Prince has become a man since he came out to us in Canada; he has lost the boyish roundness of cheek which he then possessed. His face is thinner, and marked by lines of thought and care; as if grief and anxiety and travel, as well as thought, had done the work of ten years in two. There is no longer the graceful, almost girlish hesitancy of step, downcast, demure look, which he wore in 1860. His step is firm and manlike, his look straightforward and keen. The terrible lesson he has received from the wisest

of teachers, has not—if look may be trusted—been lost upon him; it was pleasant to see that he bore himself proudly and gallantly as the escort of his dear sister, soon to leave his side for another's, and there was a sort of trusting confidence in the manner she leaned on him, that spoke volumes of the good feeling that makes home happy. This first day was a mere walk through the building; but His Royal Highness has returned again and again to study the show more in detail. On Thursday he paid a visit to the Canadian Court, and was shown through by Sir William Logan. He examined the woods and some of the minerals with great attention—recognized the hickory, and guessed the diameter of some of the larger trees with great accuracy, expressed his admiration of the whole collection; took up an axe handle and fitted it to his hand, trying its poise, and listened to Sir William's painstaking description of the coal oil, the rocks in which it was found, and the quantities in which it flowed, with interest and attention. One of the blocks of building stone is a bit of white marble, with an inscription on it, stating it was a piece of the same rock with the corner stone of the Parliament House at Ottawa, laid by H. R. H. Sir William pointed this out, and a merry smile as of satisfaction lighted up his face as he turned to Captain Grey, the equerry in attendance, and said, "Oh, yes, we remember all that very well." In leaving, he thanked Sir William very kindly for his explanations. The axe handle he used is laid aside, and is not for sale.—*Editorial Correspondence of the Montreal Gazette.*

5. MARRIAGE OF THE PRINCESS ALICE.

Another daughter of the Queen has passed from the family circle, and joined her hand and fortune with those of a German Prince. On the 1st inst., Princess Alice Maud Mary was married to his Grand Ducal Highness the Prince Frederic William Louis, eldest son of Prince Charles William Louis, heir to the Dukedom of Hesse-Darmstadt, and nephew of the reigning Duke. He is, consequently, without a Crown; though he may some day succeed to the Dukedom, from which he takes his name. Prince Louis is 25 years of age, having been born in 1837. He is the senior of his bride by six years, the Princess Alice having been born in 1843. The royal couple have been affianced some time; but pale Death, which visits alike the palaces of the rich and cottages of the poor, has, on more than one occasion, postponed the wedding day. And the ceremony, when it did take place, was performed with the utmost degree of privacy consistent with the event. There was no ostentatious display, none of that state ceremonial and public *clat* which are usually attendant on the marriages of royal personages. The recent death of "Albert the Good" cast a gloom over the ceremonial, which there was no effort or desire to remove. The marriage took place in the drawing room (temporarily fitted up as a chapel) of the marine residence of her Majesty, Osborne. The union is by general assent a happy one. It is one of affection, though it cannot be entirely divested of its political significance. It cements more closely that alliance which already exists between England and the minor German States, whose princes, on account of the Protestant faith which they profess, are frequently selected for the honor of becoming the husbands of England's princesses.

Perhaps but few of our readers, who are not especially interested in geographical studies know much about the Duchy of Hesse-Darmstadt. Having become of a little more interest to Englishmen by reason of the marriage of one of its princes to a princess of English blood, a few particulars about it will not be altogether out of place. The Grand Duke of Hesse-Darmstadt ranks ninth among the Princes represented in the German Diet. He is, however, a potentate of some importance. The population of the Grand Duchy is about six times as great as that of Saxe Coburg—from which the Queen took her husband—bordering closely on 900,000. In the Duchy is the beautiful "Bingen, on the Rhine;" Darmstadt, the capital; Worms, a place of note in the Great Reformation; Giessen, so closely connected with chemical science; Mayence, the seat of the principal fortress of the German Confederation. Among the beautiful scenes of the Grand Duchy, the Prince and Princess will at some future day, no doubt, take up their abode; but as no court trammels or official duties require his presence in his native country, just now, it is understood, that the youthful couple will reside, for the present, in England.

As a portion of the British people, Canadians will join their voices in the general acclaim which has been raised in the parent land in honor of the event. The young princess is worthy of a people's respect. The assiduous care with which she tended the bed-side of her dying father, and strengthened, when he was gone, as well as she was able, her afflicted and sorrowing mother, cannot be forgotten. She partakes largely of those genuine characteristics of head and heart which have made Queen Victoria a synonym for all that is good and pure and lovely—ruling well her own household, and not forgetful of the wants of the humble and the lowly. The

princess has given rich promise of the possession of the same sterling royal and womanly qualities as her mother; and as Prince Louis is a young man who is said to be in all respects worthy the hand of the young Princess, the union promises to be a happy one. Though its early days have been partially clouded by the sorrows which have not yet altogether been removed, the bright sunshine of a long life, it is hoped, is in store for the young couple.—*Leader.*

6. THE PRINCESS AND THE MATRONS AND MAIDENS OF ENGLAND.

A Bible and Prayer-book, bound in dark blue leather, with gold cypher and the arms of Princess Alice; on each side two gilt clasps. The books inclosed in cases of ebony and ivory. The Bible presented by the matrons, and the Prayer-book by the maidens of the United Kingdom.

VII. Educational Intelligence.

CANADA.

—TEACHERS' ASSOCIATION OF UPPER CANADA.—The following is a condensed account of the proceedings of this body, which met in Hamilton, on the 5th and 6th inst.—The second annual convention of the Teachers' Association of Upper Canada, was organised by Arch. McCallum, Esq., head-master of the Hamilton Central School, 1st Vice-President of the Association, in the absence of the President, the Rev. Dr. McCaul. There was a very respectable attendance of teachers, including a few lady teachers. The number of members present during the afternoon was between seventy and eighty. The Secretary, Mr. J. W. Acrea, head-master of the Paris Grammar School, read the minutes of the last annual meeting, which were approved and adopted. New members were then proposed, and thirty having paid the sum of \$1, and signed the constitution, were admitted members of the association.—Mr. McCallum read an essay on "School Rewards and Punishments." The essayist discussed the subject with much ability, enforcing his views with an abundant display of illustrations and anecdotes. He strongly inculcated the principle that the law of kindness should be carried out in schools to its fullest practicable extent. He considered that corporal punishment should only be resorted to in the last extremity, when milder means failed. He said no child should be corrected unless it be absolutely necessary,—unless it would be wrong not to correct him,—unless the subject of it would be a gainer by it,—unless on its effects on character, that character should be benefitted for the present and improved for the future, so that the child should be made a better member of society, prepared to benefit and bless every person within the sphere of his influence. He thought that the power of inflicting corporal punishment would obviate, in many cases, the painful necessity of dismissing a boy from school.—A discussion of this essay being invited, Mr. W. Carlyle, of Hamilton, stated that there were certain dispositions that could neither be controlled nor instructed without corporal punishment.—Mr. McFarlane, of South Dumfries, agreed with the essayist, that corporal punishment should be the last resort. It might be said of corporal punishment in schools, as had been said of war in the hands of princes, that it should be the last argument. There were other influences which had a great bearing on the possibility of dispensing to a great extent with corporal punishment. He referred to the nature of the play-ground, the associations of the school-house, the furniture, the apparatus, &c.. Unless these matters were brought up to the maximum of adaptiveness, it would be impossible for the teacher to reach the minimum of corporal punishment.—Mr. Husband, of Nassagaweya, contended that one important point was, that teachers, in laying down rules, disobedience to which would incur punishment, should only lay down such as scholars were able to live up to.—The Chairman (Mr. McKee) believed all children had chords in their hearts which might be touched by kindness, if teachers were absolute perfection and knew how to touch them. He was of opinion that corporal punishment must be used in school so long as it had to be used in the family circle, and that would be as long as humanity continued in its present state—in other words, till the millenium arrived.—Mr. Ray, of Brampton, thought the more that teachers could dispense with corporal punishment, the better it would be; but he did not believe a school in the country could be carried on if teachers were prevented from resorting to that argument.—Mr. McGann said that probably none of the teachers present had so hard a class of pupils as he had. Yet he had never raised his hand against them in anger. He found the eye sufficient to govern them,

and he exercised towards them the kindest feeling.—Mr. Acres said that in all the intercourse he had had with teachers, he had never met with one who spoke in favour of the total abolition of corporal punishment. If any should be disposed against it, he might; for when a boy at school he had suffered much from it. He deserved a good deal, but he got a great deal more than he deserved, and corporal punishment made him as stubborn as a mule. He did not believe, however, that it could be dispensed with: but it must be injurious if not judiciously administered.—Mr. Moore, of Brantford, gave some of his own experience at school, to shew the bad effects of injudicious corporal punishment. But he did not think it could be entirely dispensed with, although during two years he had only inflicted it twice.—Mr. Jas. Carlyle, of Toronto, thought it was their duty as members of a Provincial Association, to give their influence towards the abolition of corporal punishment. It had decreased in a great ratio during the last twenty or thirty years. Why should it not be done away with altogether! He thought it better to dismiss the boy who could not be governed. It was better to sacrifice the education of one child than to allow him to corrupt the morals of the other children. For whipping would not make a bad boy good; and if he remained he would corrupt the school. For his own part he found he could get along without whipping.—Mr. Watson, Superintendent of Schools in York, mentioned the case of a teacher—a man of great physical powers—who very rarely had to resort to corporal punishment. The reason was that the big boys and young men at the school knew that if they brought him on themselves he could shake them almost to pieces. An admirable preventive of the necessity of resorting to corporal punishment was the knowledge on the part of the boys that the teacher was both able and willing to inflict it when required.—Mr. Irwin, of Holland Landing, spoke in support of the efficacy of kind measures. He did not think that a man could do a little child much good by striking him. He would not abolish corporal punishment altogether, but he would only employ it as a last resort, and then firmly and unsparingly.—Mr. McCallum, the essayist, made a few remarks in review of the discussion. He was not in favour of abolishing the rod just now, but he hoped the time was coming when there would be no need for it. That time would arrive, when children were properly governed at home.

Evening Meeting.—A public meeting of the Association was held in the Mechanics' Hall, at eight o'clock p.m., for the purpose of listening to an address by Prof. Wilson, LL.D., of University College, Toronto. Besides the members of the Association, many of the citizens of Hamilton were present to hear the address of the learned Professor, who was accompanied on the platform by the Mayor of Hamilton and the officers of the Association. Mr. McCallum, the 1st Vice-President, having taken the chair, briefly stated the objects of the Association, as set forth in its constitution, and went on to say that in those objects the whole public were deeply interested. He claimed for the teachers of Canada, that, as educators of its people, they were the prime conservators of its public weal. As its teachers multiplied in numbers, and fulfilled well and faithfully all the duties devolving upon them, so would our country take high rank among the nations of the earth. If teachers and schools were not multiplied, gaols and gaolers would be multiplied. The cheapest and wisest course was to have the whole of our rising generation well educated, for the statistics of our penitentiaries and gaols shewed that among the inmates were included a very much larger proportion of those who could not read or write, than of those who were scholars. He believed that just in proportion as knowledge was increased, crime in many of its forms would disappear. (Applause.) He had now much pleasure in calling upon the Mayor, Mr. McElroy, who had kindly given them his presence, to address the meeting.—The Mayor said he had not expected that it would be necessary for him to make a speech. He would only say that he was very happy to meet the Teachers' Association that evening; they were a class who ought to receive the sympathy and support of the whole community, because with them rested, to a great extent, the forming of the minds of the youth of the country. He trusted they would so discharge the duty entrusted to them, as not only to communicate the elements of ordinary education, but to instil into the minds of the youth of Canada the principles of morality and true patriotism. (Applause.) The Chairman then said he had much pleasure in introducing the gentleman who had kindly consented to deliver the annual address to the Association, Prof. Wilson, of University College, Toronto.—On motion of Mr. Acres, seconded by Mr. Henderson, a cordial vote of thanks was passed to Prof. Wilson, for his able and instructive address. A vote of thanks was also passed to the Mayor, on motion of Mr. McKee, of Kingston, seconded by Mr. McGann, and the meeting separated.

Second Day (Aug. 6th.)—The convention again met. Mr. McCallum in the chair. The proceedings were opened with prayer. A number of new members were proposed and admitted. Prof. Wilson was proposed and admitted as an honorary member.—Mr. Alexander, of Newmarket, read an essay on "The duties of Teachers in relation to their professional brethren." He shewed the benefits which teachers might derive from associating together, visiting each other's schools, and profiting by each other's experience. He thought much good would result from their meeting in this Provincial Association, by their stimulating each other and comparing notes as to difficulties in the profession, how they arose, and the best means to be adopted for their removal. He recommended, as tending to the same end, the formation of County and Township Associations. These would be productive of direct good, and would, moreover, increase the permanence and stability of the Provincial Association. He spoke of the duties of teachers to each other when assembled in these associations. He then referred to the duty incumbent on teachers to sustain and raise the standard of the profession. They could do this by discouraging any from becoming teachers who, from want of ability, natural or acquired, or from the want of high moral character, were likely to bring a reproach on the profession; and by encouraging those who were fitted for the profession to enter it, and to make the best use of the means within their reach to qualify them for it. Another duty incumbent on teachers was to support educational periodicals, not only by subscribing for them, but by writing for them, and this in a proper spirit.—On motion of Mr. Moore, seconded by Mr. Irwin, a vote of thanks was passed to Mr. Alexander for his able essay.—Mr. McFarlane made some remarks on that portion of the essay which referred to the importance of teachers obtaining facilities for visiting each other's schools. In Brant there was a Teachers' County Association, which had been well sustained for nearly two years. At one of their meetings this resolution was brought forward and passed unanimously: "Resolved, that our Councillor, Mr. McFarlane, be requested to bring before the next meeting of the Provincial Association, the desirableness of urging a request for such an alteration of the School Act as will place not less than four days in the year at the teacher's disposal for the purpose of school visiting, the said days being determined by the teacher and his employers." The School Manual recommended teachers to visit each other's schools, and yet the Act was so constructed as to impose a fine on the teacher and the section in the event of his being absent a day for such a purpose. He thought some action in this matter ought to be taken by the Association.—Mr. Moore, of Brantford, said the essayist deserved the thanks of the members for having brought this important question before the Association. At present the teacher sometimes took a day to visit other schools, and made up the lost time on Saturdays; but this was illegal, and if parties made complaints the teacher and the section were liable to be deprived of some share of the Government grant.—Mr. Watson, Superintendent of York Township, thought it well that some action should be taken to have the present state of the law altered. He had occasion to know that the Chief Superintendent of Education was favourable to facilities being enjoyed by teachers for visiting each other's schools.—Mr. Anderson, of Paris, moved: "That our secretary be instructed to invite the attention of the Chief Superintendent of Education to the necessity of providing greater facilities for school visiting on the part of teachers, requesting that not less than four days in the year may be placed at their disposal for that purpose, the particular days to be determined by the teachers and their employers." The resolution passed unanimously.

Examinations by School Trustees.—Mr. W. Carlyle, of Hamilton, seconded by Mr. Anderson, of London, moved: "That whereas certain Boards of School Trustees are assuming the duty of subjecting teachers applying to them for situations, to a competitive examination, notwithstanding that these teachers hold certificates of qualification from County Boards of Instruction, the Provincial Normal School, or other legal authority,—we, as an association of teachers, cannot regard with respect any member of this association who submits to such an examination; and that we as an association would remind all qualified teachers throughout the Province, that they, as educated gentlemen, have a dignity of character to maintain which is sacrificed by submitting to such unauthorized examination."—After a short discussion, the resolution was carried with but three dissents.

Denominational Schools.—Mr. McGann asked the chairman whether it would be in order to bring up, in the afternoon, a resolution with reference to the proposed denominational schools.—The Chairman said he believed it was the intention of some members present to bring up that matter as

new business, and it was for the Association, not for him, to decide whether such new business should be introduced or not.—Mr. McKee said it was a rule of the association that any business of this kind should in the first instance be brought before the Council.—Mr. Acres: We must not be shackled, but must be allowed to express what we came here to say.

Common School Superintendencies.—When the Convention re-assembled in the afternoon, Mr. Anderson, of Paris, read an essay entitled, "Suggestions towards Improvement in Common School Superintendencies." The essayist enumerated a variety of qualifications which he considered essential in an efficient Common School Superintendent, and indicated his opinion that in many cases there was much room for the improvement of that class of educational functionaries.—The thanks of the Association were voted to Mr. Anderson for his able and instructive essay.

Denominational Schools.—Mr. McGann moved, "That this Association, having a deep interest in the preservation and continued efficiency of the Common School system of Upper Canada, feels called upon to declare its opinion that the appropriation of the Common School funds to the support of schools connected with the various denominations, would be fraught with great danger to the educational interests of the Province." In supporting the resolution, Mr. McGann said the introduction of these denominational schools in the way proposed, would be fatal to the system. They were calculated to enshrine in the hearts of the rising generation sectarian and intolerant bigotry. While in Ireland, he had taught in connection with the Church Education Society, and had submitted to sacrifice rather than teach in the National Schools; but since he came to Canada he had changed his views on this subject. If he wanted to find persons properly educated, he would look for them in the National Schools of Ireland, where children of all creeds were educated in the same school, and had the principles of brotherhood and mutual good feeling instilled into their hearts. (Applause.) The effect of denominational schools would be to instil bigotry into the minds of the children, and to stunt the growth of all the finer feelings of their nature. It would be a dark day for Canada when they were established throughout the country. Its educational system, instead of being an honour to the country, would then be a national disgrace. (Applause.)—Mr. Watson, Superintendent of Schools in York Township, seconded the resolution. He considered it was the interest not only of teachers, but of the whole people of the country, to keep our school system free from injury, by the further introduction of the sectarian element. He thought that sectarian differences were already too strongly marked in Canada. To provide sectarian schools for the rising generation, would only be to increase the evil. If his child went to one school and his neighbours to another school, of a different denomination, each would be asking, "Why cannot we go to school together?" And the answer that would be given them would have a tendency to lessen the friendly feelings they would otherwise entertain towards each other. Now he held that, as citizens of the same country, whatever our creed, we could not be on too friendly terms with each other, or too deeply interested in each other's welfare and in the prosperity of the country generally. But the effect of sectarian schools would be to separate our offspring more widely apart than we ourselves are. (Hear, hear.) They inevitably led to jealousies and heart-burnings, and the destruction of those good feelings which should exist among people of the same community. In his own township there were three Roman Catholic Separate Schools, and in his visits he made no distinction between them and the others. He believed their trustees respected him as much as they would one of their own religious persuasion, but he had not scrupled to tell them his views as to what he conceived to be the tendency of such schools.—The motion being put, was carried.

Examination of Teachers.—Mr. Anderson, of Toronto, seconded by Mr. Moore, of Brantford, moved: "That this Association considers the provisions of the present School Act, in reference to the examination of teachers and the granting of certificates of qualification by County Boards of Public Instruction, have a tendency to lower the professional status of teachers, and retard the progress of Common School education in the Province, by subjecting that large class of teachers not holding Provincial Normal School certificates to repeated and unnecessary examinations, and that it is highly desirable that a Central Board of Examiners be appointed, with power, after due examination, to grant certificates of equal extent and duration with those granted by the Chief Superintendent of Education to students who have attended the Provincial Normal School." Mr. Anderson explained the nature of the present system. Teachers who had not attended the Normal School were required to stand repeated examinations, without any object in view that

he could discover. In the third-class, certificates were granted for one year only, and for a single township or even section. In the second-class, they were granted for two years. In the first-class, teachers had to come back at the end of five years to undergo another examination, and receive, if successful, the highest grade of certificate, first-class A. But that was not sufficient: at the end of another five years they had to come back the third time, and if they again passed first-class A, they then received certificates for life—but certificates confined only to the single county. If the teacher went into the next county, he had to undergo a new examination, and this had to be repeated until he again underwent his third examination. But teachers who had attended the Normal School, after undergoing an examination, received first or second class certificates, but in each case for life.—Miss St. Remy, of Toronto, corrected Mr. Anderson, by remarking that the Normal School second-class certificate of the lowest grade O was only for one year.—Mr. Anderson thanked the lady for putting him right, but said all the other five grades were for life. He could not see the propriety of such a distinction being made in favour of one class of teachers, and against others who might be equally well qualified. It was said that the Normal School certificate was more valuable, because it guaranteed a certain amount of special training. If this was a good reason, it should equally apply to Grammar School teachers; yet Provincial certificates were granted to teachers of Grammar Schools without undergoing any special training.—Miss St. Remy thought it would be a better course than that suggested in the motion, if only those certificates issued on the second examination were to hold good for life, for the teaching of the applicants could at the second examination be brought into consideration. (Hear, hear.) Mr. McKee opposed the motion. Its object, he said, was to intimate to the people of Canada that there was no use for the Normal School or its teachers. (No, no!) The system it proposed would have the effect of placing untrained teachers on the same footing as trained teachers. The aim in getting up the Normal School and the present system of Provincial certificates, was to secure that the mode of teaching throughout Canada should be as far as possible assimilated, so that when a teacher was leaving and another came in his place, a new system might not be introduced.—Mr. Moore supported the resolution, and gave some instances of want of qualification on the part of the county examiners.—Mr. W. Carlyle thought if the Central Board was appointed by the Board of Public Instruction, the proposed system would work admirably.—Mr. Rouse moved that the resolution be laid on the table.—This motion gave rise to a tie, 15 voting yea and 15 nay. The chairman voted with the nays, and the discussion proceeded.—Mr. James Carlyle, of the Model School, warmly opposed the motion. He regretted the discussion, which he said only tended to increase the jealousy between teachers trained in the Normal School and other teachers.—Mr. Acres supported the resolution.—After some further discussion, the resolution was negatived by a small majority.

The Essays.—Mr. McFarlane, seconded by Mr. Nichol, moved: "That Messrs. McCallum, Alexander, and Anderson, be requested to place their essays in the hands of the secretary, for publication."

Election of Officers.—The following officers were elected for the ensuing year: *President*—Prof. Wilson, LL.D., University College, Toronto. *Vice-Presidents*—Messrs. A. McCallum, Hamilton; J. H. Sangster, Toronto; Thos. McKee, Kingston; J. W. Acres, Paris; R. Moore, Brantford; and C. H. Lusk, Oakville. *Secretary*—Mr. W. W. Anderson, Paris. *Treasurer*—Mr. Robert Alexander, Newmarket. *Councillors*—Messrs. W. McCabe, Ontario; A. Anderson, Middlesex; — Raine, Peel; J. Breckenridge, Halton; James McFarlane, Brant; W. Carlyle, Wentworth; W. Anderson, York; E. J. Barritt, Wellington; G. Henderson, Perth; J. Disher, Elgin; W. H. Rouse, Durham; W. Ayers, Haldimand; F. Cullen, Oxford; J. H. Smith, Huron; J. B. McGann, Toronto; J. B. Boyle, London; R. Cranfield, Hamilton; and James Shier, Kingston.

The Next Meeting.—A resolution was passed recommending the Board to call the next meeting of the Association to be held at Kingston, on the first Wednesday in August, 1863. The Convention then separated.—*Globe*.

— CONGREGATIONAL UNION—THE UNIVERSITY QUESTION.—We regret having unintentionally given currency to a mis-statement of the Rev. Dr. Lillie's views on the University Question, in our Report of the "Educational Proceedings of Synod," &c., published in the last Number of this *Journal*. In justice to the rev. gentleman, we reprint from the *Globe* of the 24th of June, his reply to that misstatement, as follows. He says:—"In a summary of the proceedings of the Congregational Union of Canada, at its late meeting in Hamilton, supplied by a correspondent, and contained in your paper this morning [June 21st], my name is introduced in a way

which I feel calls for some notice on my part. It is there said, 'this topic (the appropriation of university or other public funds to the support of denominational colleges) reawakened renewed interest and attention from the recent action of the University Senate, in which Dr. Lillie was said to have concurred, and by which it was proposed that Government aid should be given to sectarian colleges from other than University funds. Allusion having been made to Dr. Lillie's concurrence in this scheme, that gentleman entered with some warmth into the subject, but did not disclaim the part attributed to him. It was generally felt that he did not reflect the views of the Congregational body in his action on the University Senate, and much regret was expressed that any seeming compromise should have been made on so important a matter.' On this I have to say, that no such action as that described by your correspondent has been taken by the Senate, or concurred in by me. There was no proposition on the part of either the Senate or of any of the committee of that body to provide funds either from the University endowment or from any other source, for the support of denominational colleges. All that the Senate did was to reply to a question submitted to it by the University commission, relative to the most advantageous application of such funds as might be at the disposal of the legislature for the support of such institutions, it being distinctly understood that there had been a promise that such funds should be provided by the Government. From the reply which was given to this question, cautiously as it was worded, so as to guard against being interpreted as approving of any division of the University endowment, I felt it necessary in committee to express my dissent, as I feared that such a construction might be put upon it. To this idea I have been always averse, and my objections to it are at this moment as strong as ever. It is true that, in a somewhat lengthened argument into which I entered (in committee) against both the principle of the division of the endowment and the grounds on which it has been demanded, I did express my willingness to have the internecine war, which has raged so long and so fiercely on the College question, put an end to, and harmonious co-operation on the part of the friends of a higher education secured, by dealing with the existing colleges (which would only number four, supposing both Trinity and Regiopolis to accede to the terms which might be prescribed) as *special and exceptional cases*. Instead of meaning by this to give my assent to the principle of grants by the State to religious denominations, even for educational purposes—which is now acted upon, and is in some danger of being extended unless means be taken to prevent it—my aim was, along with the ends named above, to have it *put down for ever* by the assumption of a position in which, consistently and with propriety, every future application of the sort, from whatever quarter emanating, might be met with an *immediate and peremptory negative*. In my view I may possibly be mistaken. To infallibility of judgment I lay no claim. But what I have done to give my brethren fair cause of offence, I cannot comprehend. Be the idea I have thrown out right or wrong, I gave as distinct expression to it, in relation to two of the four existing colleges, as I have done now, in the presence of my brethren in union assembled at Montreal, two years ago, without being found fault with. They need have no fear of my implicating them, in the Senate or elsewhere, by professing to speak for them, unless instructed so to do. I understand our common principles, I trust, too well, and love them too much, to make my attempting anything of the sort possible. For their sake, not less than my own, I regret both what took place at Hamilton and the publicity which has been given to it, because it may expose them to misconception as to the measure of freedom in thought and action which they are disposed to concede to one another. Should the practice of calling up parties on mere newspaper reports—without intimation, at any rate, previously given—to explain unauthorized statements of their sentiments, establish itself as a usage among us, no one can tell how soon it may come to his own turn to be as deeply wounded, as I am not ashamed to confess myself to have been. The day is, I hope, far distant, when I shall be able without pain to hear myself charged, even by implication, by men whom I love and honour, and with whom I have felt and still feel it my privilege to be associated, with the betrayal of principles which I may be fairly expected to maintain. In consideration of the circumstances, the generous-minded of your readers will, I doubt not, excuse the 'warmth' which your correspondent reported."

— **COUNTY OF BRUCE TEACHERS' ASSOCIATION.**—*To the Editor of the Journal of Education.*—Sir,—Feeling the necessity and the utility of a Teachers' Association, nearly forty of the teachers of Bruce, Kincardine, Huron, Kinloss, and Kincardine Village, County of Bruce, enrolled them-

selves with a view to establish an association; and on the 5th of August, although raining heavily on that morning and during the night previous, twenty-five teachers met and formed themselves under a regular constitution, by electing Mr. A. Andrews (master of the Grammar School, Kincardine Village), as their president; Mr. Archibald Cameron, vice-president; Mr. Alexander McRae, secretary; and Mr. Angus Campbell, treasurer; and added, as an executive committee of three, Messrs. W. Montgomery, John Morrison, and John Millar, with the other officers *ex officio*, to act as cases might require. The association to meet semi-annually; and each member to write from one to six pages on the subject of their profession; to invite the *litterati* of the neighbourhood to make remarks; to take measures for obtaining foreign talent to deliver lectures on the best and newest modes of teaching; and to do all they possibly can to help their own qualifications for their onerous, most difficult, and important task of teaching. By meeting at the proper seasons, the superintendent and township treasurers will be able to attend; and in place of running about from one office to another for their money, it can be paid them on the spot; and all needful registers, manuals, blank returns, and directions, which teachers, trustees, and schools may require, given with much less trouble and more effect. Farmers have their associations, mechanics their institutes, citizens their corporations, trades their clubs, and churches their societies,—one and all finding that "Union is strength," and that a body of individuals, all of the same mind and interest, can, with perfect ease, do a great deal more for their own advantage, than by one single person, with much trouble and expense.—Yours, most respectfully, WM. FRASER, *Lo. Sup. of Schools*.

— **COUNCIL OF PUBLIC INSTRUCTION FOR UPPER CANADA.**—His Excellency the Governor General has been pleased to make the following appointment, viz.: The Right Rev. John Lynch, D.D., Roman Catholic Bishop of Toronto, to be a member of the Council of Public Instruction for Upper Canada.

— **WOODSTOCK SCHOOLS.**—At the recent examination of the Woodstock schools, fifty girls presented their teacher, Mrs. Oullen, with a handsome album.

VIII. Literary and Scientific Intelligence.

— **DR. DAWSON, F.R.S.**—The London correspondent of the *Montreal Gazette*, states that Dr. Dawson, Principal of McGill College, has been elected a Fellow of the Royal Society. This is a very high honour.

— **THE COMET.**—The comet, whose appearance was first announced two or three weeks ago as a telescopic object, has approached so rapidly that it now appears the size of a large star, and begins to throw out its rays, or tail, which will doubtless soon be elongated. It is now a very distinguishable object, between the Great Bear and the Pole Star, in the same part of the heavens where its two predecessors attained their magnitude. Indeed, the three last comets seem to have approached us by way of the Pole Star. We have seen no explanations nor calculations about this comet, probably because those concerning the previous comets were so unsatisfactory.—*Witness*.

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A PURE AND HEALTHY LITERATURE.

The following deeply interesting paper was read by Henry Roberts, Esq., F.S.A., before the Social Science Association:—In a report which, as the English Vice-President, I presented at the meeting of the Congress held in Frankfort in 1857, the progress of popular education, the special instruction of the industrial classes, and the various measures adopted in England for the promotion of sanitary and domiciliary reform, were briefly alluded to; I also noticed the efforts made in this country for the circulating amongst the laboring population of a pure and wholesome literature, calculated to instruct, and, at the same time, to elevate their minds, as well as to direct them towards the only true source of permanent happiness.

The importance of sanitary ameliorations, and the weighty obligation which rests on those who have the power of promoting them, can scarcely be over-estimated; but viewing man, either in his relation to society, or as a responsible and an immortal being, another field of labour has a still higher claim on those who earnestly desire his well-being here and hereafter; and this is the object aimed at by the circulation of a pure literature.

With the progress of popular education in this country, and the unrestricted liberty of circulating works of every description excepting such as openly outrage morality, the desire of gain was causing the production of a large amount of low literature most objectionable in its character, tending to foster the worst passions of human nature, and stimulating to the commission

of crime, as well as leading to the contempt of all laws, human and Divine.

In order to counteract an evil so insidious, and one productive of so poisonous a state of the moral atmosphere, it was found worse than useless to have recourse to the law, excepting in a very few instances, of its notorious violation. But much greater success has resulted from the various efforts made to supplant, and drive out of the field, the most injurious of the publications in question, by the introduction of such as are calculated to create a healthy state of the moral atmosphere, to cultivate the mind, inform the judgment, to improve and elevate the taste.

The notice which I propose to offer must necessarily, in the main, be restricted to the efforts made by leading societies, some of which, as their titles indicate, were formed originally for the exclusive circulation of strictly religious publications, but now combine with that object a more extensive range of wholesome and instructive literature.

The society first established is that for Promoting Christian Knowledge, which was founded in 1698 by members of the Established Church. It has three distinct objects, one of them being the preparation and circulation of books and tracts, including the Sacred Scriptures and prayer books, in various languages. The outlay on the Society's publications has averaged for the last twenty-five years about £16,000 per annum. Its issues in the year 1860, 1861 were—Bibles and New Testaments, 235,592; Common Prayer Books, 339,997; bound books, 1,952,873; tracts, etc., 4,105,611; total of publications in the year, 6,634,073; and from the year 1733, when its issues were first reported, it has circulated 148,932,287 copies of various publications.

The book Society for Promoting Religious Knowledge among the poor was established in 1750. Its objects are the gratuitous distribution and the sale of Bibles, Testaments, and books of established excellence, not exclusively religious, as well as the publication of original and standard works, adapted to promote religious and moral instruction. It is a rule of this Society that no books of a controversial nature shall be distributed.

The Religious Tract and Book Society of Scotland was instituted in 1793, and it sells none but religious books. The first society in Great Britain to employ colporteurs in the distribution of approved publications, it has now from 110 to 120 agents thus employed. The adaption of such means to the

circumstances of the country, is thus referred to by the Rev. Dr. Macleod, one of Her Majesty's chaplains: "The colportage system is admirably adapted to meet the wants of this country, especially where the population is scattered as in the Highlands; or migratory, as in our mining and manufacturing districts. Many a man will purchase a book or periodical, when they are offered for sale at his fireside, their prices stated, and their contents explained, who would never think of resolving to purchase a book, save some money to do so, and then dress himself in his Sunday clothes, and proceed to a bookseller's shop—there to expose his wants and ignorance! I am convinced that by colporteurs alone can the masses—even in our towns, much more in our scattered villages, hamlets and glens—be supplied with a fireside literature."

During the past year the sale of periodicals by this society has been above 700,000 copies, and of Bibles and Testaments, 20,000.

The Religious Tract Society was founded in 1799, to supply a lack of instructive religious books and treatises at such prices as would place them within reach of the poor. It has been estimated that there was at that period 20,000 hawkers engaged in selling indecent songs and polluting penny papers throughout all parts of the country. Since then a striking change has taken place; for although the issue of pernicious works is still lamentably large, multitudes of publications, well adapted to counteract the evil, have been issued, and find their way into almost every house in the land.

A statement was made in 1861 that there were circulated annually in Great Britain 29,000,000 of infidel and immoral publications, and this was represented to be a larger number than the whole circulation of the Society for promoting Christian Knowledge, the Religious Tract Society, the British and Foreign, and the Scottish and Trinitarian Bible Societies, together with some 70 religious magazines combined. The numbers were, however, in this instance, greatly exaggerated, even including newspapers, as well as other periodicals, and they are deemed to have been the mere guess-work of a pamphleteer. The numbers issued by the Religious Tract Society alone were then not much short of the total number assigned to immoral publications; and from that period the distribution from the Society's depot in London has increased at the rate of nearly two millions per annum, they having amounted in 1851 to 20,887,064; in 1856 to 31,529,185; and in 1861 to 41,883,921.

The agency for distributing this mass of good literature is all voluntary, excepting that employed on board of emigrant ships, and the sales made through the ordinary channels of trade for books and periodicals—a fact which tells well for the general interest felt in the mental and moral progress of the working classes.

The publication of tracts and books for children, with illustrations calculated to render them attractive, was commenced by this Society at an early period of its history, and they were followed by cheap editions of old authors or original works, written in a plain and popular style; to which were subsequently added educational works; and, lastly, it was deemed advisable to engage in the production of periodical literature, mostly illustrated and suited to various ages and classes.

The contributions of the public to this Society, and the profits arising from its publications, are, after the payment of all expenses, devoted to tract distribution at home and abroad. The annual receipts and expenditure of the Society now average £100,000, and since its establishment the total distribution of its publications has been about 959,000,000 copies.

The British and Foreign Bible Society was established in 1804, for the supply and the circulation of the Sacred Scriptures without note or comment. The translating, printing, and distributing the Sacred Scriptures, in whole, or in part, has been promoted by this Society, directly or indirectly, into 160 languages or dialects. The number of versions, in whole or part, hitherto completed is 190, of which 140 are translations never before printed. The issues by the Society last year were upwards of one million and a half copies, and its total issues of the Scriptures, or portions of them, now amount to 40,910,474 copies. The total receipts of the Society for the past year were £168,443 15s. 5d., including £77,760 17s. 8d., for the sale of the Scriptures. And the total expenditure of the Society, from its establishment in 1804, has been £5,250,547 13s. 6d.

The Working Men's Educational Union was founded in 1842, for the purpose of "assisting all persons desirous of imparting interesting and popular literary and scientific information, imbued with a sound Christian spirit," whether by the delivery of lectures, the formation of libraries, or the promotion of mutual instruction, or other classes for adults. It interferes as little as possible with local agency, its object being to promote, encourage, and assist that of others, by the preparation and publication, in a cheap and popular form, of the diagrams, drawings, maps, etc., necessary for explaining to the uninformed; for fixing the attention of an auditory, and for rendering lectures of an improving character interesting as well as instructive. The average number of diagrams sold annually, in the nine years since the Society had been established, is 11,908.

From the Dublin Tract Repository, 10, D'Olier-street, there have been issued within the past eight years, 34,000,000 of publications, consisting of pamphlets, small books, tracts, etc.

The Pure Literature Society was established in 1855, for promoting the extensive circulation of periodicals, and of all such books, maps, prints, diagrams, and other publications, as the managing committee may deem really good and useful, whether they be issued by individuals or by societies. This Society abstains from the publication of any description of literature, but within the seven years of its existence it has been the means of distributing about 1,000,000 periodicals, and has issued 55,160 well-selected books, at half-price, in aid of 687 libraries.

The hawking or colportage of carefully selected books and well-chosen prints was systematically commenced in England in 1851, at the instigation of the present Bishop of Rochester; and within the last ten years much has been thus done to promote the circulation of pure literature in the rural districts, and to introduce into the cottages of the peasantry illustrated periodicals and decorative prints of an instructive and pleasing character. The clergy and laity of the Established Church have organized for this purpose sixty-two local associations, which are united with the "Church of England Book-Hawking Union," an association employing about eighty book-hawkers. Their aggregate sale now amounts to about £12,000 per annum. By the extensive circulation of well-chosen cheap periodical literature, these societies are, to a very considerable extent, driving out of the field publications of a highly objectionable character which had a large circulation; and in various other ways book-hawking and colportage wisely conducted is proving itself an educational agency of considerable power and usefulness.

The numerous publications used for special instruction in the schools of the poorer classes, are mostly issued by one or other of the school societies—the National, the British and Foreign, the Home and Colonial, the Sunday School Union, or the Ragged School Union; but those societies generally supply other publications as well as their own, and no accurate estimate as to the total numbers they issue can be given.

A class of publications intended to impart a general knowledge of sanitary science, in its applications to every-day life, has been introduced within the last few years, and it now forms an important branch of the instruction conveyed to the laboring classes by means of the various agencies under review. Many in the middle and upper ranks of society would doubtless derive much practical benefit from a perusal and circulation of the publication in question, the popular style in which they are written recommending a subject that concerns all classes of the community.

The production and circulation of such works is a main object of the Ladies' Sanitary Association, and since its establishment in 1857, it has been the means of distributing from its office in Prince-street, Cavendish-square, 468,500 copies of small publications, sold mostly at from one penny to twopence each, and at a reduced price to its subscribers.

Considering the immense influence which books and small publications exercise over the mind, as well as the great improvement in the general character of our cheap literature within the last fifteen or twenty years, and especially the extensive distribution of the Scriptures, we feel justified in attributing, in no small degree, to "the circulation of this pure and instructive literature," the striking change in the conduct of our manufacturing operatives, at the present time of severe privation and suffering, as compared with the riotous proceedings of former days; a remembrance of which, even now, causes us to shudder. The operatives then had our pity, but we now regard them with mingled feelings of admiration and sympathy. May their conduct prove instructive to some exalted in authority, who knowing not the value of moral influence in governing a people, fetter the human mind, and incarcerate those who, having experienced that the ways of true wisdom are pleasant, and her paths peace, would lead others to walk therein.

2. EVILS OF NOVEL READING.

The 'novel-reading mania' is alarmingly on the increase notwithstanding some sage philosophers, half a century ago, indulged in a belief, that at the present time there would be a universal demand for the *real* and the *truthful*. But the love for the marvellous, the scandalous and the ludicrous seems yet to keep pace with civilisation and refinement, and the augmentation of works of fiction and romance in the same ratio. The reading world to-day demands more fiction than fact—more fancy than truth; and these vile scribblers and vain contributors well understood how to prepare the well 'spiced-up' poisonous draught for the palate of the reading millions. Nor are these 'filthy-lucre' publishers and corrupt vendors, when making a purchase, blind to the wants of this frivolous 'light-reading' age. They are well aware that, by mixing this veil

trash with a little profound matter, they can secure a larger class of readers, and thereby fill their secretaries with orders and their safes with gold.

A new religious work, if purchased at all, is left to lie on the centre-table without any one knowing the truths it contains; while the latest novel, which has its place by its side, is caught up with eagerness and read by daylight and by lamplight till perhaps past midnight, when its 'intoxicated devotee' lies down to dream over its odious and insipid matter. Nor does its baneful influence stop here. The book is lent from one to another until a score or more have breathed in the immoral miasma of its pages before it reaches the centre-table again.

The tendency of novel-reading is such as might be expected. It creates a thirst which is only satisfied by obtaining each new novel when published, and thus spending time and money for nought but trash. It sows the seeds of vice; it taints the imagination and undermines the foundation of virtue and morality. It corrupts the heart, obscures the reason, paralyzes the conscience, depraves the intellect, and perverts the judgment. The foul principles imbibed and the images gathered will abide in the memory and extend their pernicious influence to the close of life.

It instils into the mind a habit of reading merely for amusement instead of for instruction. And this habit becomes so fixed that science loses its power to charm, and history becomes dull and tedious, philosophy distasteful, and whatever requires thought and study is laid aside; even the Holy Bible is left to lie in its quiet resting-place undisturbed, and religious works of every nature become insipid, although glowing with eloquence; and nothing except the odious, fascinating novel can gratify the perverted mind. Thus it tends to sap the strength of the intellect, and, like the 'drunkard's cup,' it brings along in its train of evils the natural consequences of a disordered brain—*mental delirium tremens*. Our insane asylums could furnish us with many a blighted intellect, many a dark picture of insanity, caused by the direful effects of novel-reading. Beware, then, gentle reader, of these worthless novels. There are thousands of good books of real value, written with taste by authors of the highest reputation. What apology, then, can be offered for devoting a single hour to a book absolutely worthless, and one which will weaken the understanding and corrupt the heart? Would you aid in the benevolent work of stopping these 'literary dramshops' from diffusing their stale and unwholesome fermented beverage broadcast over the land? Then buy no more novels. Every such novel that is bought encourages the guilty author and publisher to make another; and thus it not only endangers your own morals but pays a premium on the means of ruining others.

Would you be an ornament to society and a blessing to your race? Buy and aid in circulating good books and above all the 'Book of Life'; but beware of the contaminating influence of novels, these books of death,—shun them as you would a serpent or the 'drunkard's cup.'

II. Papers on Practical Education.

1. SIR JOHN B. ROBINSON ON LEGAL EDUCATION.

On the occasion of the presentation, by the law students, of an Address to the ex-Chief Justice of Upper Canada on his retirement from that office, the venerable Chief thus replied to them:—

You give me much pleasure by this expression of your respect and esteem.

I should have been wanting in a material part of my public duty if I had failed to treat with consideration and courtesy all persons, whether young or old, properly addressing themselves to me on any matter of business; and I should, besides, have been setting a bad example to a large class of young gentlemen out of whom our future Judges are to be taken.

Since I began the study of law, in 1807, there has been, as we must admit, time for many changes. I will notice a few which have taken place in the condition of law students.

In deference to the better opportunities of obtaining a superior education, and by way of inducements to youth to avail themselves of them, the period of pupilage, if I may so apply the term, has been shortened by two years in favor of graduates in Arts, or in Law—and students at the present day have the greater advantage of hearing lectures on the different branches of law, which encourages and enables them to study the science systematically, as other sciences are studied.

It is a great convenience to them also that they are saved both time and trouble by the manner in which our public Statutes have been consolidated and arranged, which was mainly the work of a late distinguished Judge, whose kind interest in the law students attracted in a particular manner their respect and regard.

I will mention as another advantage, and one most material, that much that was formerly difficult and embarrassing in the mere

technicality of the law has by late changes been swept away, which gives more time to the student for acquiring what better recommends itself to his reason and judgment, as being really necessary to the solution of questions of right.

But, as is commonly the case, the changes wrought by time cannot in this instance be made the subject of unmixed congratulation. There is now in the altered state of Upper Canada—its business, its society, its pleasures—more to distract the attention of youth than there used to be in the primitive condition of things at the time to which I have alluded; and these circumstances tend strongly, I have no doubt, to increase the risky failure in a career in which there is little chance of success without great labor and perseverance.

Thus, when the student has prepared himself as best he can, for the practice of his profession, he finds now a multitude in the field ready to compete with him not only for the honors and prizes which follow a remarkable career, but also for the moderate share of practice that is necessary to secure even a comfortable support.

I remember that for more than twenty years after I came to the Bar, any young lawyer of sound understanding and obliging disposition, though he were but moderately learned in his profession, might go into any of our towns or villages, and if he were but attentive, and honorable in his conduct, and usually to be found in his office when he might reasonably be expected to be there, he was sure to be able not only to live in comfort by his profession, but to acquire a position of influence in the community.

I am aware that at the present day this is by no means so certain. I fear, indeed, that largely as the number of clients has increased, yet the number of those who are relying upon the practice of the law for advancement in the world, or at least for independence, is increasing in a greater proportion.

Still, after all, the door is never closed to genius, or to constant and well directed perseverance. The laborious study, the patience and self-denial of a Kenyon or an Eldon, cannot always be depended upon for leading in any country to such eminence as they attained; but it is seldom that they fail to advance to honor and independence those who resolutely rely upon them.

If I may be permitted to offer a few words of advice on this occasion, where they may seem rather out of place, I strongly recommend to you to cherish a laudable ambition, to aspire to excellence, and to hope for distinction from studious application, and after you shall be called to the Bar, you should not be discouraged by a few months, or even years, of hope deferred. You would do wisely too, I think, to make some one branch of the law an especial object of study—resolving to know, so far as it may be possible for you, everything that can be known in it, meaning and hoping to become in time an admitted authority in that particular department of the law, whether your inclination and judgment shall lead you to select the criminal law, the law of real property, commercial law, or pleading generally, or practice generally.

Such a course would, I believe, insure to the person who pursues it, the advantage of soon being generally and favourably known. He would acquire a reputation which must advance him in his profession, secure for him the confidence and respect of his legal brethren, and make his services sought after by those who have valuable interests to protect.

I can remember too well, how difficult it is in youth to govern ourselves by the maxims of which we shall assuredly feel the truth in our maturer years, whether we shall have conformed to them or not. Those are happy who consider at the outset of life that every individual has his appointed time on earth, that years speed swiftly away, and cannot be recalled, and that to leave behind us some honorable proofs that we have not lived in vain should be our aim, and is what we should, if possible accomplish.

"Stat sua cuique dies; brevis et irreparabile tempus,
Omnibus est vitæ; sed famam extendere factis
Hic labor, hoc opus est."

2. VISITING SCHOOLS.

Parents will walk the streets for hours, to examine fashions, to find the cheapest tailor, or to purchase a suit of clothes for the child, by which to adorn the body; but to enter the school-room to see that the proper encouragement and aid is given to adorn the mind, is another question, and one in which parents generally have not seen anything worthy their notice. They are too much engrossed in business, or they cannot understand what is right or wrong. The child is already further advanced than his parents, and thus the chapter is commenced and finished.

It never occurs to their minds, that their presence is an encouragement, whether they understand the study or not; they forget that teachers are encouraged by these visits; that altogether the child is greatly benefitted, and thus the parent rewarded for the little time spent in school. We hope to see a reform in this matter. Parents

will soon discover the advantage, if they will only make the experiment. It will soon become a pleasure. There could be no more pleasant manner for a mother to spend an afternoon (and by far more creditable to many of our city mothers, than promenading our fashionable streets two or three afternoons of the week, merely to see and be seen.) Let your children see by the interest you take in education, that it is worth striving for, that they are now preparing for future usefulness by developing their reasoning faculties and cultivating correct and studious habits of life, which for years to come, will afford them many hours of pleasant reflections, combined with the satisfaction it will give them to know that they not only have reaped personal advantages, but that in society they are more capable of fulfilling their peculiar duties which Providence has placed in their sphere of life.—*Family and School Room.*

3. MUSIC IN OUR SCHOOLS.

Let us have music, singing, in all our schools. It is pleasant, healthful and ennobling. Let it commence and close every session. Let it accompany calisthenics and gymnastics. And if at any time the pupils become listless, or restless, suspend work and sing a song. Nothing equals it to "chase heavy hours away."—*Mass. Teacher.*

III. Education in various Countries.

1. EDUCATION GRANT IN GREAT BRITAIN FOR 1862.

The vote for public education in Great Britain during the current year is the largest ever granted, amounting in all to more than £1,100,000, which is thus distributed:—£842,119 for England and Scotland, and the remainder for Ireland. The estimate is framed according to the old code, and every school admitted to aid before July next, will receive its next grant as if the system had remained unchanged; but schools admitted to aid after July, will fall under the revised code. This causes a charge of £13,500, which would, under the old code, have belonged to next year, because, while the grants to pupil-teachers were not payable at the time of their admission, the new grants obtainable for the examination of the scholars in reading, writing, and arithmetic, will have to be paid at once for the year ending at the date of inspection. In Great Britain, in 1861, the grants for building amounted to £99,506 to meet £207,048 voluntarily subscribed, and additional school accommodation was provided for 47,103 children. The pupil-teachers increased from 15,535 to 16,277, and the sum of £301,826 was paid to them, or for their being taught—a sum which brings the expenditure upon them since 1839 up to more than £2,000,000. The capitation grants, from 3s. to 6s. on children attending school 176 days, amounted in 1861 to £77,239, and the vote now to be taken is to be £86,000; the payment was made on 316,226 children, being 42.75 per cent. of the children attending 5,199 schools—an increase of 54,220 children that year. The sum of £1,177 was paid in respect of 5,686 scholars above twelve years old attending night schools (connected with day schools under inspection) on 60 nights. The number of certificated teachers in charge of schools at the end of 1861 was 8,698, an increase of 987 over the previous year; nearly £130,000 was paid in direct augmentation of their salaries, and the vote proposed this year is £142,000. The number of students in training colleges increased 21, and was 2,847 at the end of the year; the vote is £100,000, as before. Small grants are made (£1,600 will now be voted) for industrial departments of common elementary schools, having land, kitchens, laundries, or work-rooms attached to them. Uncertified ragged schools are also aided, but the grant is to be reduced to £2,500. The total number of elementary day schools visited by her Majesty's Inspectors in 1861 was 7,705, and school-rooms under separate teachers, 10,900; and there were present 1,028,690 children—an increase of 66,758 over 1860. Adding 32,481 children inspected in 442 Poor Law Schools, and 5,226 in 57 industrial schools, the total number of children was 1,066,297. Of the £813,441 expended from the public purse upon the schools of Great Britain in 1861, £495,471 went to schools connected with the Church of England, £71,358 to those connected with the British and Foreign School Society, £37,775 to Wesleyan Schools, £32,787 to Roman Catholic schools in England and Wales, and £2,408 in Scotland, which latter country also received £53,398 for schools connected with its Established Church; £38,829 for Free Church Schools, and £6,052 for Episcopal Church Schools. The establishment in London, and the inspection, cost £67,185.—*Educ. Times.*

2. EDUCATIONAL SECTION OF THE SOCIAL SCIENCE CONGRESS.

The annual congress of the National Association for the Promotion of Social Science was opened on Thursday, 5th June. In the

evening Lord Brougham, the President, delivered his inaugural address in Exeter Hall. The proceedings in the Educational section were inaugurated by an address from the Very Rev. Dr. Milman, Dean of St. Paul's. The opening address of the President of the Educational section, passed in review every phase of the subject to the consideration of which the labours of the section were to be devoted. After dwelling on the importance and necessity of national education, which he observed could not be too extensively afforded, he referred to the different systems of imparting instruction which are adopted throughout the various schools in the kingdom:—

With regard to the system of "cramming" for show purposes, he pointed out that the ostentatious exhibitions of schools, however necessary to keep up public interest—which, after all, was the most vigilant inspection—seemed to have a tendency to become mischievous. If a school examination was made a spectacle to the neighbourhood, which was to be excited and astonished in order that its support might be gained, it was too much to expect that the innate vanity of the best of men would not be sorely tempted to sacrifice to the brilliant proficiency of a few the less effective progress of the many. It inevitably became a kind of flower-show. The rare and beautiful plants would be selected for exhibition, put in the best light, and watered up to the highest perfection, while the rest were left to pine and dwindle, and grow downwards into skillfully-managed obscurity. There was, however, an education anterior to that of school—the education at the mother's breast; and as to that, they might depend upon it that the best educated female would in general be the best mother, and do her duty best to her infant children. But this, above all, should be recollected, that the first duty of national education was the health of the children. A sickly child might be very intelligent, over-intelligent, but in general, quickness of intelligence would be much affected by animal spirits, and animal spirits rested on healthfulness.

Touching the character of the education which ought to be imparted in the schools for the people, he urged that regard should be had for the future course of life which the children were likely to pursue, and that the facts impressed upon their memory should be facts which would be applicable to the whole course of that future life. Whether and how they could blend industrial with ordinary education might well occupy the thoughts of reflective men; but in the lower female schools this was especially worthy of consideration.

He was, also, well aware that many portions of teaching, in themselves appeared to teach little with regard to future usefulness, and which yet might be of great importance as exercises for the faculties; but he was at a loss to see why the two might not be combined. The memory might as well be stored with facts likely to be produced on future occasions, as with those for the application of which they might never stand in need. The subject of religion in combination with secular education, was next referred to, and here also the very rev. gentleman condemned the process of "cramming" in the matter of scriptural and controversial texts and scriptural history. He did not think that that was the way to imbue the mind with a true and deep sense of religion. Let the Bible be in their schools, but let them keep it in its proper place. Let them not make it at the same time a spelling-book and a prayer-book. They should try to make the child a Christian, not a theologian, and should remember that to repeat religious words by rote was not to become religious. In conclusion, the very rev. president congratulated the section on the decided progress which education had made and was making throughout the country.—*London Educational Times.*

2. ENGLISH AND AMERICAN SCHOOL GIRLS.

Anthony Trollope, in his new book on America, thus speaks of our school girls:—"I do not know any contrast that would be more surprising to an Englishman, up to that moment ignorant of the matter, than that which he would find by visiting, first of all, a free school in London, and then a free school in New York. The female pupil at a free school in London, as a rule, is either a ragged pauper or a charity girl; if not degraded, at least stigmatized by the badges and dress of the charity. We Englishmen know well the type of each, and have a fairly correct idea of the amount of education which is imparted to them. We see the result afterwards when the same girls become our servants, and the wives of our grooms and porters. The female pupil at a free school in New York is neither a pauper nor a charity girl. She is dressed with utmost decency. She is perfectly cleanly. In speaking to her you cannot in any degree guess whether her father has a dollar a day or three thousand dollars a year. Nor will you be enabled to guess by the manner in which her associates treat her. As regards her own manner to you, it is always the same as though her father were, in all respects, your equal."

4. DEFECTS IN AMERICAN SYSTEM OF EDUCATION.

The course of study in our schools is sadly wanting in determination and regularity. It would not do to insist upon making all the pupils of our schools use just so many days, at so many pages a day, in going through their books; but some system of study, having some sanction of public opinion or authority, to lift all pupils constantly toward a more and more thorough and extensive average or fixed quantum of attainments would necessarily be very useful. Oral instruction is a means which should be used more extensively than at present. The teacher's eye, the teacher's voice, hold and away the pupils, precisely as the orator's eye and voice hold and sway his audience. When the instructor meets the scholar's eye and talks to him, living power passes over to the child. But a book is dead; and deadest of all to children. A real teacher needs no book. A real teacher cares very little which geography or which arithmetic his class uses. Especially with the younger classes, the common method should be exactly reversed, and instead of getting their knowledge out of the book—or trying to—and being helped (perhaps) by the teacher, the children should receive their knowledge from the teacher, while the book should be entirely subordinate. Thus only can the teacher fulfil his office; and if this be called laborious and exhausting, we answer, it is right, however!

And in order to enable the teacher to do this, we very exceedingly need a system of methodology; a system which shall furnish the teacher with correct knowledge how to teach; what, for instance, shall be his very first question to beginners in arithmetic; what their answer might probably be; what second question might follow; and so on. Not as an invariable set of catechisms, but as an instance of the right sort of conversation. And this instruction for the teacher should in the same spirit, but with the proper variations, cover the ground of the whole course he is to teach, and more too—just as the company officers are commanded to be taught not only company drill but battalion drill also. Our schools for instructing teachers are advancing in this department; but it is still their greatest want, and they are extremely deficient in it. As a rule, the instruction given to teachers in this country is almost entirely in knowledge, not in the mode of communicating it. A startling error; for it is scarcely an exaggeration to say that it is less important how much the teacher knows, than how well he knows how to teach it.—*N. Y. Independent.*

5. AMERICAN EDUCATIONAL REFORMS.

The present insurrection being a revolt of ignorance against knowledge as truly as of lawlessness against order and idleness against industry, it is truly gratifying to find that the interests of education in the loyal states have not as yet suffered in the least from its ravages. The people of the Empire State in 1861, as in 1860, contributed each his dollar on the average to the training of its youth in the public schools. A larger proportion of teachers than of any other profession, thinks Superintendent Keyes, have responded to the call of their country and gone forth to fight its battles; yet their places have been promptly filled by fresh recruits, who are emulous in more senses than one "to teach the young idea how to shoot." There is the usual increase of pupils attendant on those fountains of knowledge provided by the munificence of a free people; the aggregate is nearly seven-eighths of a million, or twenty-two per cent. of the whole population. What is better, the figures not only roll up to their ordinary amount, but the cause of education makes progress in improvements introduced. It is to these more particularly that we desire at this time to call attention.

One of the existing defects pointed out by the superintendent is a lack of accurate statistics furnished by a large number of teachers and district officers. The records of attendance are often made out on loose slips of paper, and then carelessly mislaid, so that nothing more than an approximation by guess can be made to the department at Albany. The present law, apportioning moneys according to population, not to actual attendance at school, properly returned, is obviously defective in this respect, since the authorities can exercise no compulsion in the matter. Fullness and accuracy as respects statistical information, are matters of prime necessity to the public; and the sooner the evil complained of can be remedied the better. Mr. Keyes recommends that suitable registry be furnished each district hereafter; and that all grants for school libraries be for the present withheld, as the large sums thus expended are squandered. In case it should be deemed advisable to continue such appropriations, they ought to be granted only when the districts severally co-operate in the object, by raising a certain quota of the funds, thus making sure that the books will be properly taken care of. In support of this view we would allude to the fact that while the schools in cities expended little more than one-fourth of those in the rural districts for libraries, payments for apparatus in the former were more than ten times greater than in the latter, last year.

We are happy to find that views which we expressed in the

columns of this journal some time since, on the subject of military training, are warmly supported by the Superintendent, as conducing not only to the national defence, but to habits of prompt and concerted action, obedience to constituted authorities, emulation in excellence, &c., in the ordinary relations of life. In the ardour of his zeal for the promotion of this object one can overlook the irregular sallies which that officer makes into the ranks of insurrection. "A more damning record of black ingratitude will never be found inscribed on the pages of history," he observes, "than that which recounts the double-dyed treason of those pampered and petted ingrates (West Point graduates)." There is more truth than poetry in this; though it might have appeared to better advantage in a newspaper than in a report on Education.

What is termed "Object Teaching" receives a hearty approval at the hands of Superintendent Keyes. It proposes to address the pupil as far as possible through the senses, especially that of sight, rather than overload the memory by definitions, rules, or lessons got by rote. We do not understand the improvements made by Pestalozzi of being so much a new system—an educational *pathy*, so to speak. It is rather making more use of the senses as auxiliaries in impressing on the understanding the meaning of lessons which our forefathers were satisfied with merely committing to the memory. The great drift of modern educational reform, has fortunately, set in this direction. To show the processes of growth or decay in a plant, day by day, in connection with information on botany obtained from books, must render the latter tenfold more valuable than it otherwise would be. Aside from this, it trains the pupil to habits of close observation through life, as well as to more thoroughness in what he undertakes, and is found to have a most salutary effect in preserving order in school. At the same time it must be remembered that only a small portion of even the *nouns* in our language can be illustrated to the eye; while the difficulty is greater with other classes of words. But let us by all means make the best use of what is within our power.

The consolidation of schools in the larger villages is found to work very satisfactorily; but much remains to be done in this respect. "It needs little argument, with intelligent minds, to establish the proposition that in a neighborhood containing from three hundred to five hundred children, or more, a school organization that shall classify these * * * must be far more efficient than one that suffers them to be gathered, helter skelter, into half a dozen or more schools; in each of which all grades of attainment are found." Accordingly the superintendent recommends the enactment of some measures to bring about this desirable consummation. Beyond a doubt there is much to be done—much time, labor, and money to be economized—in promoting such superior organization. The superintendent's plan has reference to only a portion of the rural districts; but we believe, after long consideration of the matter, that quite as much may be accomplished for our city schools. This can be done by a more perfect division of labor—that great modern doctrine which lies at the foundation of excellence in every sphere of duty. Strange that at this day it should hardly have found admission into the school-room.

A radical defect, we take it, in our otherwise magnificent educational machinery, has been that each teacher has been required to do pretty much everything—to excel in governing, which is an art in itself, as well as to be able to impart instruction on every subject from the alphabet to the toughest of *ologies*. With the lapse of each year the difficulty becomes greater. Few men, indeed, are capable of acquiring such a degree of excellence in all branches as require to be taught in common schools, to say nothing of the art of government, in which diligent students are notoriously apt to be defective. How often are men found to excel in penmanship who are indifferent as mathematicians and positively wretched as readers! We are not exaggerating when we say that scarcely one teacher in a hundred succeeds in imparting a thoroughly practical knowledge of English grammar; indeed, the superintendent himself, while currying down pretty roughly a portion of the so-called instructors for their ignorance, has more than once set the rules of syntax as well as elegance in style at defiance. The reader will probably recollect the castigation administered by a leading morning paper a short time since, to one of our most distinguished teachers—a castigation which was deserved, however apt to outrage Murray and Brown may be the censor, which took that unfortunate instructor to task.

But the truth is that such defects must continue to exist so long as men are required to teach everything. Excellence cannot be reached in any department of giving instruction, any more than in making a steam engine, until a division of labor has taken place, each selecting that department for which he has a special taste or aptitude. When teachers shall have been as thoroughly classified as pupils are now; when the organization of labor in a school shall be as complete as in a cotton factory, then, and not till then, may equally happy results be expected.

Our space forbids a further elaboration of idea at present. Let it suffice to add that in our belief it will be found to combine with much higher excellence than now exists, the grand desideratum of greater economy in money, while affording the teacher equal or superior remuneration to that now given him. That such advantages may be derived from the plan we propose to prove at another time.

6. THE FREE SCHOOLS OF NEW YORK.

The free schools which I visited in New York impressed me very favourably. The class-rooms are clean, convenient, and very plainly furnished. The instruction is entirely gratuitous—everything, down to the pens and ink, being provided by the State. Education is not compulsory; but the demand for it is so great that, practically, a very small proportion of the children in the city fail to receive regular instruction, and the school benches are always more than filled. Judging from the entry-books of the school I looked over, the social standing of the children's parents would embrace every class, from the professional man with limited means, to the common artisan. The sole practical qualification appeared to be that the child's parents must be able to afford it a decent dress; and, in a city where rags are so uncommon as in New York, this qualification is nothing like so severe a one as it would be with us. The dresses of the pupils varied from silks and broadcloth to the commonest stuffs and velveteen—but they were all scrupulously clean. There is no religious instruction given, so that children of all sects come equally; but, at the commencement of the day's work, a few verses of the Bible are read, and, I believe, the Lord's Prayer is repeated. The teachers in all the classes, except two or three of the highest boys' classes, are women. All of them struck me as intelligent, and many were very pretty and ladylike. Their salaries vary from about £50 to £100; and, as their work is finished by 3 p.m. the pay seems liberal enough. The average age of the girl-pupils is from seven to seventeen; that of the boys from seven to fifteen, after which the ablest boys are sent from the schools, to receive a classical education at the Free Academy. Reading, writing, ciphering, geography, grammar, history, book-keeping for the boys, and moral philosophy for the girls, were the staples of instruction; and I could not discover that any foreign language was ever attempted to be taught.

I came in to the classes as a casual visitor, and therefore saw the working of the system in its every-day aspect. The children apparently understood very well what they were taught. I know that I heard a number of those mysterious questions asked, about what the price of a silk dress would be, containing I am afraid to say how many yards and fractions of yards, supposing that three-elevenths and five-sevenths of a foot of silk cost so much. I believe that the answer was given rightly, and I am sure that the children explained very distinctly why they gave the answer which they did give. What struck me most was the look of intelligence and the orderly behaviour of the children. In some classes there were nearly fifty children, and yet the one mistress appeared to have no difficulty in maintaining order, almost without punishment of any kind. The highest class of girls were engaged, when I was taken to their class-room, in the study of what was called intellectual philosophy, and were set, in my presence, to discuss the theme, whether the imagination can create, or only combine. I admit freely that they talked as much nonsense as any score of young ladies—or boys too, for that matter—always do, when they begin discussing the question of innate ideas; but they obviously knew and understood all the stock common-places and appropriate illustrations which it is proper to quote upon the subject. The teacher was obviously a strong abolitionist in her views, and propounded a question to her class, whether a New England minister, who preached pro-slavery doctrines, could be right subjectively. Nine-tenths of the class disposed of the question with more feeling than logic—by an enthusiastic negative. Indeed, the vote was unanimous, with the exception of one lazy, fat-looking girl, who had been amusing herself, during the discussion on innate ideas, by tickling her neighbour's neck with a pen, and who woke up at this question, with the remark, "Well, I guess he'd be about right anyhow." At these schools, by the way, coloured children are not admitted.

Besides the State schools, there are several free public schools, kept up by voluntary contributions. The Roman Catholics have large schools, to which they try very hard to attract the children of their own creed, as they look with great, and from their own point of view not unfounded, jealousy on the free schools. The "House of Industry" schools, too, at the Five Points, which I went over, are chiefly maintained by the Episcopalians, and seem to be a very useful institution. Situated in the very lowest quarter of New York, they are designed to educate children of a class too low to find admission elsewhere. They are, in truth, Ragged Schools; and, in order to induce the parents to let their children come, the school

feeds them during school hours. In the classes I went through, there was scarcely a child born of American parents. There were representatives of almost every foreign nation, but the majority were Germans, Irish, and Negroes; for the poor about the Five Points are too wretched to care for colour. Of course very little can be taught to such a class of children, but still they learn to read and write, and, for children, they sing beautifully. By these and similar schools, as far as I could learn, one-half of the "Arab" population in New York receive some kind of education, so that the proportion of the rising generation in this city which will grow up without any education is but small. In the other Free States, where there are not the great difficulties of an enormous city to contend with, the spread of education is even more universal than in New York.—"Three Weeks in New York," by "E. D." in *MacMillan's Magazine*.

7. SCHOOLS IN CONNECTICUT, 1861.

The report of the Superintendent of Common Schools, David N. Camp, Esq., is an interesting and useful document. It treats of the wants of the schools, methods of teaching, classification, etc. In answer to your question, "What in your opinion is needed to make our Common Schools more efficient?"—from sixty-three towns comes the reply, "better teachers" and from sixty, "greater parental interest." We are inclined to think these two combined would improve the schools of any State.

It appears from the report that the number of children between four and sixteen in the State is 109,042; number of pupils registered in winter 73,949; number in summer 67,982; number of male teachers in winter 970, in summer 171; of female teachers in winter 1,029, in summer 1,810; average wages of male teachers \$32.02, of female teachers \$16.14; school fund \$2,050,460.49.

8. EDUCATION IN ITALY.

On the last night of 1861 a census of the Kingdom of Italy was taken. The results are not yet fully known; but it is stated in the *Evangelical Christendom* that the proportion of persons able to read is nearly as follows: in Lombardy, between 30 and 40 per cent; in Piedmont, from 20 to 30 per cent.; in Tuscany, from 10 to 20 per cent.; while in the region near Rome not one in a hundred can read. Settembrini, Inspector-General of Public Instruction, reports that in the province of Naples only one child in 1000 gets any school-training. The government is earnestly engaging in the establishment of schools.—*Illinois Teacher*.

9. GARIBALDI ON EDUCATION.

This eminent man has been recently making a tour in Northern Italy. At Cremona a deputation of young men from the various educational institutions of the city waited on him, and he addressed them in the following memorable words, which the municipal and scholastic authorities of Cremona have decreed should be written in golden letters on the threshold of their gymnasium:—

"Youth should indulge in no vices, for vice is the disease of the soul; youth should love instruction, because an uneducated man is no better than a monkey. He who acquires most knowledge rises nearest to his Maker, from whom his soul springs. Instruction should be grounded on solid moral education, and on this the social edifice should rest. Do you care for honor? Honor can only be acquired by virtue and instruction; nations, like individuals, when weak are insulted and enslaved. Bear with other people's weaknesses; submit to no insults; love instruction; instruction is bread and independence; it availed me in foreign lands to place me above want. Love instruction; it was the want of it which prevented us from joining together in a single family. Had Italy been instructed she would long before this have known that her boundary was not the wall of a town or the hedge of a garden, but the high Alps and the broad sea; she would have swept from her all that defies her."

There is a world of mighty truth in the foregoing paragraph, and it would be well for young men in all parts of the world to study and act up to it. In this country, where education is open to all classes, there can be no excuse for not acquiring that instruction on which the hero of Italy lays so much stress.

10. IMPROVEMENT AND INCREASE OF TRAINING SCHOOLS OF PRUSSIA.

The *Centralblatt* (official organ of the Ministry of Public Instruction) has the following:—"The question has again been lately raised in meetings of teachers, partly with reference to the law of public instruction at present under preparation, whether training-schools may be more advantageously established as *Internats*, institutions

within which the students are to live, or as *Externats*, merely day-schools. The Ministry of Instruction in Prussia, since the training of teachers in special seminaries was adopted in principle, has always been of the mind that training-schools should be established as Internats. Only where the necessary buildings were wanting, have Externats been permitted in whole or in part; and such exist at present in Angerburg, Marienburg, Berlin, and Peter-shagan. On the other hand, during the last ten years, every care has been taken to give the Internats, in all outward relations, a character corresponding to the aim and the requirements of social life in larger communities. With this view, altogether new edifices have been erected for training-schools in Münsterberg, Steinau, Eylau, Pölitz, Exin, Lubenthal, Peiskretschan; while the training-school in Neuwied is nearly completed, and that in Drossen is in process of erection. Further, the following royal castles have been transformed into training-schools:—Copenick, Oranienburg, Elsterweda, and Barby. The castle of Kozmin has been purchased with a similar view, and a new training-school has been established at Osterburg. Exertions have been used to give these new training-schools such an architectural arrangement as, while preserving simplicity, seemed most likely to promote the ends of health, and unassuming yet self-respecting habits of life. The principle accusation brought against the system of Internats by their opponents is, that a cloister-like or barrack-like nature is inseparable from them, and that the personal life of each student is watched with an oppressive anxiety and closeness. The Administration of Public Instruction in Prussia, has, from experience, formed the opinion that such a character is not necessarily connected with Internats, and that such accusations do not apply to the Prussian training-schools."—*Museum*.

11. EDUCATIONAL REFORM IN RUSSIA.

The reform about to take place in education in Russia concern not only the Universities, but the entire system of public instruction, more especially the common schools. With regard to these, the term reform cannot, properly speaking, be used; for, so long as serfdom existed, popular education was nearly out of the question. The Ministry has resolved, in order that it may be able to proceed with all desirable certainty in making the requisite changes, to lay the drafts of the regulations for the common schools, etc., before the leading professional men and teachers of Germany, France, and Belgium. It is proposed, meanwhile, to lay down the principle, that in town and country, a school shall be established for every 1000 of the male population. Where the establishment of separate girls'-schools cannot be accomplished, girls would be taught along with boys up to the age of thirteen. The maintenance of the school would be the affair of the Commune; the children of ratepayers receiving instruction free, those of others paying a small fee. The ratepayers would choose curators of the schools, who, however, would only have charge of economic matters; in other respects the schools would be subject to a Government director.—*Allg. D. Lehrerzeitung*.

Diesterweg, reviewing an educational work published in St. Petersburg, in the *Rheinische Blätter*, remarks:—Generally speaking, Russian educationists and teachers have hitherto had recourse to foreign countries. Every year private individuals, and persons specially deputed by government, travelled through the countries of Europe most advanced in culture, Germany, France, and England, in order to make themselves acquainted with the prevailing systems of training and instruction, the schools and their methods, with a view of afterwards transplanting to their own soil what they found adapted for that end. The Russian book trade dealt mainly in foreign works, issued in the original or translated. For a number of years past a change has been to some extent taking place. Already several educational journals are published in Russia in the national language; and to these various German teachers are contributors, their articles being in German and translated into Russian.—*Museum*.

12. SCHOOLS IN KORDOFAN.

In Kordofan, the village schoolmaster seems to be acquainted with the *Simultaneous System*. In a central position of the village there is a *arkuba*, or hut, which is the school where the male children only are instructed in the Koran; this they must learn by heart; and when this is attained, and they can read and write, their education is completed. Very few, however, attain such proficiency as to be able to repeat the whole of the sacred book, or even to master the art of writing so far as to concoct a letter. A fakcer, one whose province it is to study the Koran, and to communicate its contents without comment to the people, is the schoolmaster, for which the parent of each boy pays him two piastres (5d.) a month. They attend school from 4 to 6 in the morning, and from 7 to 9 in the evening, in order that their instruction may interfere as little as possible with other pursuits. The twilight coming to an end soon after sunset, and the evenings, unless during moonlight, being dark,

every boy is expected to bring a log of wood wherewith to make a bonfire, around which they all sit in the evenings. The fakcer recites a sentence of the Koran from memory; this is repeated at the top of each boy's voice several times; and, having mastered it, another sentence is repeated, and so on. Every lesson is commenced by repetition of the whole of the verses and chapters which they may have previously learnt, by all the boys at the same time, in different keys, and as loud as they can; and to a stranger unaccustomed to such proceedings, it seems like Bedlam let loose. Each boy has to furnish himself with a piece of board, eight inches wide by one foot in length, on which, with a reed, a sentence of the Koran is written in ink. This is taken home and copied by the boy during his leisure hours, constituting his instruction in writing; no composition ever being expected of him. After two or three years' such instruction, they have finished their education; which, however, they generally contrive to forget in a yet shorter time, and, with the exception of a knowledge of straggling verses in the Koran, are pretty much in the same position as when they commenced their studies.

From the following fact, the teacher may gather an apt Scripture illustration; for instance, of the second chapter of Joel:—Shortly before our arrival at Helbé, our passage was literally stopped by the most extraordinary flight of locusts I ever witnessed. An immense quantity of these insects flew in so compact a mass across our path, that they appeared like a wall about twelve feet high, and of such density that not a ray of light was emitted through it. On the top of this dense column, individual specimens might be distinguished as they sportively elevated themselves; and the noise they made whilst rushing through the air was not unlike the roaring of the sea. The column appeared endless, and was attacked by the camel-men and Takroori pilgrims, with all sorts of missiles, without, however, effecting a breach, or producing the slightest deviation in their flight. As soon as they had passed, the damage became apparent by the great number of the killed and wounded, which, roasted on the spot, were greedily devoured. Curiosity tempting me, I partook of several of them; and were it not for the crispness imparted by the fire, the taste was not unlike that of vegetable marrow.—*Petherick's Egypt*.

IV. Papers on Physical & Industrial Science.

1. THE WAVES OF OCEAN.

Thus according to the joint testimony of the most eminent nautical authorities, the waves in the open sea never attain the mountain height ascribed to them by the exuberant fancy of poets and exaggeration-loving travellers. But when the tempest surge beats against steep crags or rocky coasts it rises to a much more considerable height. The lighthouse of Bell Rock, though 112 feet high, is literally buried in foam and spray to the very top during ground swells, even when there is no wind. On the 20th November, 1827, the spray rose to the height of 117 feet above the foundation or low water mark, which deducting 11 feet for the tide that day, leaves 106 feet for the height of the wave. The strength of that remarkable edifice may be estimated from the fact, that the power of such a giant billow is equivalent to a pressure of three tons per square foot. Speaking of the force of waves on coasts, Dr. Lyell mentions the transportation of a block of stone 90 feet from its bed, which was 8 feet 2 inches by 7 feet, and 5 feet 1 inch in its dimensions; and of another still larger one, up an acclivity, to a distance of 150 feet. Mr. Stephenson also tells us that a block of gneiss from Skerryvore, containing 504 cubic feet, and upwards of 40 tons in weight, was carried by the waves five feet from the place where it lay. Such are the elementary powers which man has to encounter in the erection of his harbors, his breakwaters, and his lighthouses, and over which his architectural skill achieves so many glorious triumphs. During the most violent gales the bottom of the sea is said, by different authors, to be disturbed to a depth of 300, 350, or even 500 feet, and Sir Henry de la Beche remarks that when the depth is 15 fathoms, the water is very evidently discolored by the action of the waves on the mud and sand of the bottom. But in the deep caves of ocean all is tranquil and still, and the most dreadful hurricanes that rage over the surface leave these mysterious recesses undisturbed.—*Hartwig's Sea and its Living Wonders*.

2. CHARCOAL DUST A DISINFECTANT.

Charcoal dust proves to be even a greater disinfectant and preservative than had been supposed. Rev. Dr. Osgood has exhibited to the editors of the Springfield (Mass.) *Republican*, a cutlet taken from a ham which had been kept eight years completely imbedded in that preparation, and which seemed as sweet as if it had been cured only a single season. Such being the case, charcoal would be invaluable for packing provisions for long voyages in warm climates.

3. A NEW FIBRE PLANT SUITED TO THE CLIMATE OF CANADA.

His Excellency the Governor General has communicated to the Botanical Society of Canada, some valuable information respecting a fibre plant sent from the Rocky Mountains by Dr. Hart to Lord Lyons, which the Society's Secretary has determined to be an *Asclepias*, and which is now under experiment in the Botanic Garden at Kingston. Since the publication of the various details in the Society's "Annals," the following communication has been received from his Excellency's Secretary:—"The Governor General's Secretary is directed by his Excellency to transmit to the Secretary of the Botanical Society of Canada, the inclosed copy of a letter from Dr. F. W. Hart, of St. Louis, respecting the mode of treatment pursued in the culture of the Silk Plant from the Rocky Mountains.

To His Excellency Viscount Monk:—Simultaneously with a letter from Lord Lyons, one from the Secretary of Your Excellency (16th May) was received.

In answer to your request, relative to the treatment of the seeds of the Silk Weed:—The Silk Weed is adapted to rich, moist, bottom soil. I recommend the London district, Canada West, or anywhere along the country that the Welland Canal runs through, or on the banks of the St. Lawrence, Canada West. The ground for planting should be prepared as follows:—Plow up four furrows, throw together, then harrow down the ridge to pulverize it. Plant the seed about 12 inches apart in the centre drill made by the centre teeth of the harrow, cover lightly with the harrow or hoe; when the plant is three weeks old, hoe the weeds away from it, then, with a light one-horse Yankee plow, bar off on both sides of the ridge and about 6 inches from the plant, coming back immediately with the plow and throw a furrow back to the plant, thereby hilling it on both sides. If the season is dry, throw two furrows to the plant; the oftener the middles are plowed out, the more the plant will grow; it will not bear the dirt taken away from it, but will stand hilling; the larger the plant grows, the more dangerous to plow so close as to cut the plant; the side roots supply the branches and bulbs. After the 14th of August the plant must be cultivated no more; must be left untouched.

The pods are ripe when they change color from a pea-green to a dark green and yellow. On pressing a pod it will split when ripe; they ought to be gathered before they split open. Squeeze a pod open, and, with the thumb and forefinger of one hand, seize the silk where it joins the bottom of the pod, and the thumb and forefinger of the other hand, making a circular sweep; all the seeds are detached at one sweep, leaving the richest mass of satiny silk; the seeds to be thrown in one sack, the satin or silk in another. I have been precise in my directions, entertaining the most explicit confidence that the silk can entirely supersede the cotton plant. Its fibre or staple is longer and firmer and of a gloss no silk or satin can match. During ten years I have planted cotton in Yazoo, Mississippi Valley. My brand was sought by the Liverpool and Manchester speculator, and brought the highest prices; and on that practicable experience I ground my convictions with regard to the Silk Weed, and, as a Canadian, I feel a double interest toward its success for Her Majesty's Government. I shall be happy on all occasions to convey to your Excellency any further information that may be required, and inclose you a few more seeds, and remain your Excellency's most obedient servant,

(Signed), FREDERIC W. HART, M.D.

St. Louis Mission, May 1st.

* * Who knows but this fibre plant, Silk Weed or *Asclepias*, may, from its hardness, glossiness and fibrous texture, yet take the place of cotton, which could not grow in Canada, lying so far north as it does. But this plant, borne from the heights of the Rocky Mountains, may find a more congenial home in the less rigorous climate of Canada.—*Kingston Whig*.

4. AN IMPORTANT MEDICINAL PLANT.

The Librarian of the Literary and Historical Society of this city has received a pamphlet by G. D. Gibb, Esq., M.D., on the uses of one of our common wild plants, viz: the Blood-root or *Sanguinaria Canadensis*.

It appears that the Flora of Canada is likely to contribute essentially to the materia medica, providing new remedies for those ills which flesh is heir to. The *Podophyllum* or May-apple seems to have a good position as a remedial agent in the old country. The *Sarracina* or pitcher plant is now used as a remedy for small pox, and we hear that a large order has been received in Quebec to ship a quantity to France. The blood-root, some six years ago, was recommended as a sure cure for cancer, but failed as a sure remedy; whether it may be found of use in some cases perhaps deserves further trial. This time the blood-root is not introduced to the British public as a specific for any disease, but its general action on the

human system is studied, so that where the physician wishes to produce certain effects he has to consider whether the Canadian blood-root will not sometimes answer his purpose better than the remedies he has usually employed. The blood-root has been made to yield its chemical active principles called *Sanguinarina*, which, of course, forms the usual salts with sulphuric and other acids. We also notice in the pamphlet formula for powders, infusions, decoction, oils, extract, tincture, wine, syrup and ointment, on all of which we wish to make no comment, except that it indicates great attention to the medicinal properties of the wild flowers of Quebec, of which attention, we trust, a more extended trial will prove them worthy.

5. PAPER MADE FROM CORN LEAVES.

The London *Mechanics' Magazine* states that excellent paper is now made in Europe from the leaves of Indian corn. There is one paper-mill in operation in Switzerland, and another in Austria, in which paper is made from such leaves exclusively. The husks which envelop the ears of corn makes the best quality. As we are dependent upon Europe, in a great measure, for our supply of rags to make our paper, if we can obtain as good qualities from Indian corn leaves, we may yet become the manufacturers of paper for the whole world, as the greatest supply of cheap raw material is found in America. This is a subject worthy of deep attention, as we import rags to the value of about \$1,000,000 annually, and paper manufactures to the value of about \$1,000,000.

6. THE MONT CENIS TUNNEL.

Recent accounts of the gigantic tunnel through Mont Cenis, state that the works are progressing favourably. It is ascertained that the tunnel will exceed eight English miles in length, and will pass under the ridge of the mountain, at a depth of a full English mile below the surface. Shafts being out of the question, the tunnel will be ventilated by compressed air, driven into it by machinery worked by water-power, which, it is calculated, will drive about 51,000 cubic feet of compressed air into the tunnel daily. According to the present pace of working, the tunnel will not be finished under six years; but we believe it is intended to increase the power of the boring machines, and to make them work more expeditiously.

V. Papers on Natural History.

1. COMMERCIAL VALUE OF INSECTS.

Who thinks of it? And yet in the economy of nature, of what immense importance they are in all seasons, every naturalist knows, while in commerce the amount derived from them is astounding. We have no figures to produce in regard to our own trade, for our statistics do not reach that high state of perfection which will admit of it; but Great Britain pays annually \$1,000,000 for the dried carcasses of that tiny insect known as the cochineal; while another, also peculiar to India, gum shellac, or rather its productions, is scarcely less valuable. More than 1,500,000 human beings derive their sole support from the culture and manufacture of the fibres spun by the silk-worm, of which the annual circulating medium is said to be \$200,000,000. In England alone, we say nothing of the other parts of Europe, \$500,000 are spent every year for the purchase of foreign honey, while the value of that which is native is not mentioned; and all this is the work of the bee; that makes no mention of the 10,000 pounds of wax imported every year. Besides all this, there are the gall-nuts, used for dyeing and making ink; the cantharides or Spanish fly, used in medicine. In fact, every insect is contributing, directly or indirectly, in swelling the amount of our commercial profits. Even those which, in some cases prove a plague and become destructive, have their place in the economy of nature, and prevent worse.

2. THE MEASURE WORM PLAGUE.

The good people of New York, are just now suffering from a worm plague, which is causing much annoyance and discomfort to the residents. A New York paper thus describes the nuisance:—

New York, in many respects the pleasantest city in the world for a permanent residence, is just now suffering under a pest which greatly mars the enjoyment of its citizens and visitors. It is the plague of the worm, the pest of the measurer, to speak more classically, the invasion of the *Anisopteryx*. The measure worm or *Anisopteryx* is one of those ancient nuisances which bothered our remotest ancestors as well as ourselves. In the book of Joel the prophet says (chap. i., 4) "What the locust hath left hath the canker worm eaten." At the present day it is not of the worm's glutony we complain, but of his very existence. How to get rid of

him is the question. A familiar but troublesome mode is to shake the branches, and kill the insects separately as they fall, and then tar the trunk; but this is never wholly effectual, without half ruining the tree.

Perhaps those timid ladies and gentlemen who shudder as they feel a canker-worm crawling about their necks, or creeping over their garments, have no idea that they are merely suffering the results of the wanton cruelty of their own fellow beings. Nature has decreed worms; but Nature provided them as food for birds, and provided the birds to eat them; while we shoot and snare the birds, the worms consequently flourish unharmed. They may be seen crawling on a lady's bonnet at the opera, and measuring the shoulders of the well dressed gallant who accompanies her. Perhaps the ladies, after all, like the worms; for it will be observed among the artificial flowers which, according to the latest fashions, adorn bonnets, there is usually an ugly little brown affair, something between a wilted flower-stem and a cigar stump, but more like a caterpillar than either. If ladies like those things, they ought not to object to the canker-worm, which is not a particle uglier, and vastly more active.

These worms will pass away in the course of the summer, to give place to swarms of white millers, which are only a degree less annoying. Yet both these worms and millers might be done away with if we would relax our fierce war against birds.

3. THE EARTH WORM—ITS USE.

Reaumur calculated that the number of worms in the earth exceed the grains of all kinds of corn used by man, and as, perhaps, there is no other animal so preyed upon without any diminution in number as the earthworm, the calculation may not be far wrong. Hedgehogs, frogs, and moles devour it; beetles prey upon it and often cast their young upon it—and but for the earthworm a large portion of the bird family soon deteriorate or perish, for, with the exception of the finches, there is scarcely a bird, from the robin to the wild-geese, but eats, and many, during open weather, live almost solely upon it. After a summer shower, the farm-yard ducks actually race against each other along the road sides in search of it; and on wet days they each devour hundreds. All river fish feed to a great extent upon it; and wherever the river beds are of a clayey substance, worms are more plentiful than in *terra firma*. The river worms are darker in color and flatter as a whole than the earthworms, but so little do they differ in appearance that a novice could not tell the land from the waterworms. The worms in the waters live under the embedded stones, and trout are generally on the watch to gobble them whenever they leave their abode—they even move and turn over the stones in search of worms and the larvæ of water flies. When a flood comes the stones are generally displaced in great numbers, and at such a time (in a river such as the Tweed, for instance) the worms must be dislodged and carried along the river bottom in tens of thousands; and it is from this cause that trout are generally found so gorged with worms and larvæ when taken after a flood. It is for such food, too, that ducks are constantly gumping among river shallows; for, if watched, it will be seen that they insert their bills below, or move, mostly all the likely stones they pass. We have frequently turned up worms at a depth of about a foot in the rivers.

But though the worm yields a considerable amount of food to the birds and fishes that grace the dinner table, it is much more beneficial to man as a fertilizer of the land. Subsisting on the earth through which it burrows, with an occasional meal from a decaying tuber or leaf, its peculations from the husbandman are of the smallest nature; whereas it lightens "the earth's surface" by its burrowing, and thereby aids the spreading of the roots of all cereals and bulbs; and the burrows also carry down water after heavy rains, that, but for them, would gather in surface pools, and thereby injure the crops; they also admit the air to the soil to a depth which by natural means it could not reach. The earth ejected by them also tends to the improving of the soil; and instances are known whereby these droppings or "worm casts" caused in a few years, a considerable increase in the depth as well as the quality of the soil. Mr. Darwin, the naturalist, gives an account of a case of this kind which he tested, and from experiments he clearly proved, that in an old pasture, a layer of cinders and lime had been covered within a few years, to the depth of an inch, by the castings of worms.—*Scottish Farmer*.

THREE things to cultivate—Good Books, Good Friends, Good Humor.

THREE things to contend for—Honor, Country, Friends.

THREE things to govern—Temper, Impulse, the Tongue.

VI. Biographical Sketches.

No. 30.—SIR ALLAN N. MACNAB, BART.

It becomes our melancholy duty to record the sudden demise of one whom the country has been accustomed to regard for upwards of twenty years as the foremost amongst its most distinguished citizens. The first Commissioner of Canada is no more: he breathed his last at Dundurn, on the 8th of August, after a brief illness of little more than a week. Ten days ago he was in health and spirits, and had entered with renewed vigour upon the private labour he set apart for himself during the interval before the next meeting of parliament.

The Hon. Col. Sir Allan Napier MacNab, Bart., D.C.L., M.L.C., A.D.C., was born at Niagara, in the year 1798, of Scottish extraction. His grandfather, Major Robert MacNab, of the 42nd regiment (or "Black Watch"), was Royal Forester in Scotland, and resided on a small property called Dundurn, at the head of Loch Earn. His father entered the army in Her Majesty's 71st regiment, and was subsequently promoted to a dragoon regiment. He was attached to the staff of General Simcoe during the revolutionary war; and after its close he accompanied General Simcoe to this country. When the Americans attacked Toronto, Sir Allan, then a boy at school, was one of a number of boys selected as able to carry a musket; and after the authorities surrendered the city, he retreated with the army to Kingston, when, through the instrumentality of Sir Roger Sheaf, a friend of his father's, he was rated as midshipman on board Sir James Yeo's ship, and accompanied the expedition to Sackett's Harbour, Genesee, and other places on the American side of the lake. Finding promotions rather slow, he left the navy and joined the 100th regiment, under Colonel Murray, and was with that regiment when the Niagara frontier was re-occupied. He crossed with the advanced guard at the storming and taking of Fort Niagara. For his conduct in this affair he was honoured with an ensigncy in the 49th regiment. He was with General Ryall at Fort Erie, and crossed the river with him when Black Rock and Buffalo were burned, in retaliation for the destruction of Niagara a few months previous. After the termination of this campaign, Sir Allan joined his regiment in Montreal, and shortly after marched with them to the attack of Plattsburg. On the morning of the attack he had the honour of commanding the advanced guard at the Saranac Bridge. At the reduction of the army in 1816 or 1817, he was placed on half-pay. He then commenced the study of the law, and during this time was employed as copying clerk and Clerk of the Journals in the Legislative Assembly, and when the Parliament of Upper Canada was extinguished by the Act of Union, Sir Allan was Speaker. He was subsequently elected Speaker of the united Legislature. He was called to the Bar in 1825, and commenced the practice of his profession in Hamilton, where he was for many years a successful practitioner, having all the most important business in the District. He was then appointed Queen's Counsel, the first appointment of the kind in Upper Canada. He was first elected to Parliament in 1828, we believe, with the Hon. John Wilson, for the County of Wentworth, and after serving in three parliaments was returned for the town of Hamilton, in opposition to Mr. Harrison, the government nominee.

Sir Allan was called into a field probably much more congenial to his tastes, by the rebellion of 1837. His early knowledge of military affairs, his perfect acquaintance with the country, and, more than all, his courage, activity and facility in commanding men, made him the most prominent figure amongst the loyalists who took part in the defence of the country. He marched to the defence of Toronto with the men of Gore, hastily summoned from their farms and workshops, and afterwards took an active part in the Navy Island operations, on the Niagara frontier. For these services, he received the honour of knighthood, the thanks of her Majesty, and of the Provincial Legislature. After the Union, Sir Allan was elected for Hamilton, several times in succession. In 1844 he was elected Speaker of Lord Metcalfe's Parliament by a narrow majority, and did all that was in his power to assist his party, then under the leadership of Draper and Sherwood, to maintain office amidst very difficult circumstances. In 1848, when the Baldwin and Lafontaine Government came into office, Mr. Draper having retired to the bench, Sir Allan became the leader of the Conservative Opposition, and took a very active part in resisting the Rebellion Losses Bill, which led to the burning of the Parliament House in Montreal. Sir Allan MacNab was in years past recognized as the leader of the Conservative party, and when Mr. Hincks and his party were defeated in 1854, he was entrusted by Lord Elgin, then Governor General of this Province, with the formation of a new Cabinet. There were great and almost insurmountable obstacles to contend against, and Sir Allan saw that it would be impossible to form a party administration. His well known political tact was brought into

play, however, and a Coalition Ministry was shortly announced, Sir Allan representing the Upper, and Mr. Morin the Lower Canada section of the Cabinet. At the preceding general election, Sir Allan had declared his readiness to yield his opposition to the abolition of the Clergy Reserves, provided the voice of the country was found to be in favour of the long agitation. The result was as expected, and the new Premier had no difficulty in deciding to adopt the settlement of the vexed question as a part of the Government policy. If the now lamented baronet had never done anything more than effect the settlement of a question that had for thirty years been the great theme of agitation, and cause of ceaseless strife, he would have earned the gratitude and praise of the people of this country. As a politician he had few equals in tact, and no man knew better how to manage a party than he did. He was a hard hitter in debate, yet his manner won for him the respect of even his opponents. Shortly before the dissolution of Parliament 1857, he resigned his seat for the city of Hamilton, and left Canada for England, designing to make it his permanent residence. In 1859, having previously received the rank of Baronet, he became a candidate for the town of Brighton, but was defeated by a considerable majority; and his health being improved, he returned to Canada soon afterwards. On the retirement of Col. Prince from the Western Division in 1860, Sir Allan became a candidate for a seat in the Legislative Council for that constituency. Sir Allan's election for this Division was probably one of the most remarkable on record. The requisition requesting his acceptance of a nomination, although he was an entire stranger to the electors, reached him when he was prostrated by sickness. His wonted spirit returned; he speedily rallied with the prospect of an election contest before him; but he had to be carried from his bed, and, after travelling to Sandwich, he actually had to be supported on the hustings until he delivered his speech. His election was secured by a majority of 26 votes. After that event he became reconciled to Mr. J. A. Macdonald, the leader of the Upper Canada section of the Government, and at the opening of the late session, was chosen the first elective Speaker of the Legislative Council, by a small majority over Mr. Campbell, of Kingston. His energy and perseverance never forsook him while in public life, and he labored with an earnest zeal in whatever he undertook. Hamilton owed him much for what he did to raise it to its high position; he was instrumental in promoting every public improvement, and furthered the interests of the city in every way that he possibly could. Sir Allan was generous to a fault, and many a time his good nature has been imposed upon by worthless pretenders; but he never turned the deserving away without some token of his kindness. The poor of this city have lost a friend. As a militia officer, Sir Allan MacNab served his country faithfully and well. He was Colonel of Military District No. 7, and Lieut. Colonel of the First Battalion of Wentworth. His zeal and efficiency during the troubles of 1837-8 cannot have been forgotten, for they will live in the memories of all. The memorable and daring act of cutting out the *Caroline* was done under the instructions of Sir Allan. It was said of him by the Duke of Wellington that "he was the right arm of British power in America." When last in England he was consulted by the Imperial Government with regard to the defence of his native Province, and came home fully expecting to be called into the field. He did all that he could to infuse enthusiasm into the hearts of the militia, and only a few weeks since presided at a meeting which he did his utmost to convince it was essentially necessary to prepare for a probable emergency. He was no alarmist, but did all he could to inspire the people with the belief that, at no distant day, the services of a well organized militia would be needed to repel invasion.

No man in Canada has enjoyed similar honors to the late Sir Allan MacNab. First a Clerk in the Legislative Assembly, afterwards its Speaker; then a Knight, afterwards Premier, then a Baronet; next an Aide-de-Camp to the Queen, and attendant upon the Prince of Wales during his tour through this country, and finally Speaker of the Legislative Council. He was not what might be called an old man, not having reached the allotted span of three score years and ten, and in spite of his lameness was considered hale and hearty. He attended the funeral of the late Hon. Mr. Merritt, and the last public act he performed was to sign the writ for appointing a new election for the Niagara Division, which had become vacant by Mr. Merritt's death. His own demise causes two vacancies, that of Speaker of the Legislative Council, and the representation of the Western Division.

Sir Allan married first, on the 6th of May, 1821 Elizabeth, daughter of Lieut. Daniel Brooke, who died in 1825; by whom he had one son and one daughter. The former died 1834; the latter, (Ann Jane) married in 1849 Assistant Commissary General Davenport. Sir Allan MacNab married secondly in 1831, Mary, eldest daughter of Mr. Sheriff Stewart of the Johnstone District, who died in 1846; by whom he had two daughters, the eldest of whom (Sophia) married in November, 1855, Rt. Hon. Viscount Bury,

eldest son of Albemarle; now a member of the House of Commons, and an officer of Her Majesty's household. The younger married in 1861, a son of Sir Dominick Daly, Governor of South Australia.

The good and true old Baronet is gone, and his departure creates a sad blank in our midst. Like other men he had his faults and failings, yet it may be said of him that,

"Take him for all in all
We ne'er shall look upon his like again."

—*Hamilton Spectator and Toronto Globe.*

No. 31.—WILLIAM GRANT SEWELL.

Died at Quebec on the 8th of August, William Grant Sewell. Mr. Sewell was born at Quebec, in 1829, and was educated for the bar. His grandfather, the late Jonathan Sewell, had been Chief Justice of Lower Canada. In the year 1853, he came to this city, and adopted journalism as his profession. He became translator and law reporter for the *Herald*, and discharged the duties of these posts with ability. Some six years since he left this paper and joined the editorial staff of the *Times*, remaining connected with that journal until January last, when his health compelled him to abandon work and go home to die. Four years ago he was attacked with tubercular consumption. Such was the strength of his constitution, and so vigorously did he struggle against the advances of the disease, that it was not until within a few months that his friends abandoned hope of his recovery. By the advice of his physician, he spent three winters in the west Indies, and beguiled his leisure by writing his "Orderly of Free Labour in the British West Indies," by far the best book which has appeared on the subject of emancipation—a work so dispassionately and honestly written, that both pro and anti-slavery partisans have claimed the author as an ally, and both have drawn largely from its pages for arguments in the slavery controversy. His death has deprived the New York press of an able, honest, and most industrious member; it has robbed a very large section of journalists of an affectionate, faithful, and whole-souled friend.—*New York Herald.*

We notice with deep regret the death of a young Canadian, who had already made his mark in literature, and who, had he been spared, would have risen very high in the scale of authorship. Of retiring habits, he felt himself unfitted for the rough-and-tumble of a lawyer's career, and his sound judgment, good taste, and excellent education, found apparently their appropriate employment in journalism, and in the more ambitious work which is noticed above. As the *Herald* says, Mr. Sewell's book on free-labour in the West Indies,—dedicated to Mr. Hincks, who shewed great kindness to the invalid author when in the Bahamas,—was written in an eminently philosophic and impartial spirit, but yet with the warmest sympathies for oppressed and down-trodden humanity. It was warmly greeted by the English press, and it is universally regarded as a book having authority—by none more so than those who knew the author and appreciated the soundness of his judgment and the purity of his aspirations. Mr. Sewell was a member of a family noted for its ability, and had he lived, none of them would have risen higher than he.—*Globe.*

No. 32.—EX-PRESIDENT VAN BUREN.

Martin Van Buren, the eighth President of the United States, was born at Kinderhook, Dec. 5, 1782. He was descended from an ancient Dutch family, his ancestors on both sides having been among the early emigrants from Holland to the colony of the New Netherlands. His father was a farmer in moderate circumstances, and unable to give his son the advantages of education, except to a very limited extent. After acquiring the common rudiments of learning, Martin became a Student in Kinderhook Academy, which he left at the age of fourteen, in order to commence the study of law. For this purpose, he entered the office of a lawyer in his native village, and soon attracted attention by his aptness for extemporaneous speaking and literary composition, and his keen interest in public affairs. The last year of his professional studies was spent in the city of New-York, in the office of Mr. William P. Van Ness, a distinguished member of the bar, and famous for his intimate friendship with Aaron Burr, at that time Vice-President of the United States.

Mr. Van Buren was thus introduced to the acquaintance of Col. Burr, and at once became a favorite with that wily and unscrupulous politician, by whom he was initiated into the system of party tactics of which he was a conspicuous and successful representative in subsequent life.

In November, 1803, Mr. Van Buren was admitted to the bar, and immediately commenced the practice of his profession in the village of Kinderhook. In 1807 he was admitted as a councillor in the Supreme Court, and in 1808 was appointed Surrogate of Columbia County, soon after which he removed to the City of Hudson, where he resided for the next seven years. In 1815 he was appointed

Attorney-General of the State, at which time he had attained an eminent rank in his profession and a large and lucrative practice.

Mr. Van Buren was married in 1806 to Miss Hoes, a distant relative of the family, who died twelve years after of consumption, leaving four sons; since which time he remained a widower.

In 1812, Mr. Van Buren was for the first time the candidate for an office in the gift of the people having been nominated as Senator from the counties then comprising the middle district of the State. He was elected over his opponent. After taking his seat in the Senate he supported the electoral ticket which gave the vote of the State for President to De Witt Clinton. At the same time, he was a strenuous advocate of decided measures against Great Britain, during the session of Congress in 1811-'12, including the war, which was declared in June of the latter year. At the session of the Legislature which commenced in 1813, his political relations with Mr. Clinton dissolved, and never again resumed. In 1816, he was re-elected to the Senate for the further period of four years. During that year, the project of the Erie and Champlain canals, which was brought before the Legislature, received his cordial support.

In 1818, Mr. Van Buren engaged in the organization of that portion of the Democratic party who were hostile to the administration of De Witt Clinton as Governor of the State. From this arose the political association known as the "Albany Regency," with which the name of Mr. Van Buren has been identified, although his participation in its counsels has been sometimes denied by his friends.

In February, 1821, Mr. Van Buren was elected to the Senate of the United States, and during the same year, was chosen a member of the Convention to revise the Constitution of the State of New York. In this Convention, he took an active and prominent part. He was in favor of moderate changes in the Constitution, of the extension of the elective franchise, and the abolition of the freehold qualification for voters. On the proposition to restrict the right of suffrage to white citizens, he voted in the negative, but subsequently supported the provision requiring coloured voters to possess a freehold estate of the value of \$250. He opposed the election of Justices of the Peace by the people, and proposed a plan by which the appointments should be controlled by the Executive of the State, through the Judges of the County Courts.

He was re-elected to the United States Senate in February, 1827, for another term of six years, but having been chosen Governor of the State in November, 1828, he resigned his seat in that body. He entered upon the duties of his new office in January, 1829, and in his first Message directed the attention of the Legislature to the subject of banking and currency. Soon after, he proposed the celebrated safety-fund system, which was finally adopted by the Legislature. He remained but a short time in the Chief Magistracy, resigning the office in March, 1839, in consequence of his appointment by President Jackson as Secretary of State of the United States. In June, 1831, he retired from the Cabinet, was appointed Minister to Great Britain, was received at the Court of St. James in September; but his nomination was subsequently rejected by the Senate. In 1832 he was elected Vice-President, and in 1836 President of the United States.

In 1840 he was nominated for re-election by a convention of his political friends but was defeated by Gen. Harrison by an overwhelming majority in the electoral college. An attempt was made to effect Mr. Van Buren's nomination for the Presidential election in 1844, but without success; and in 1848 he was the candidate of the Free-Soil party and was defeated.

From that time Mr. Van Buren remained in private life, residing for the most part, on his estate called Lindenwold, in Kinkerhook. In the Spring of 1853 he visited Europe, and after an extensive tour in Great Britain and on the Continent, returned in July, 1855.

He died July 24th, at Lindenwold, in the 80th year of his age.—*N. Y. Tribune.*

NO. 33.—THE LORD PRIMATE OF IRELAND.

The *Dublin Evening Post* publishes the following: "Belfast, Saturday, July 19.—It is with extreme sorrow we announce the death of the venerable and beloved Lord Primate of all Ireland. His Grace Lord John Beresford died this (Saturday) morning, at Wyburn, Donaghadee. His lordship, who was in his 89th year, died without the slightest struggle, having literally 'fallen asleep.' The deceased was the second son of the first Marquis of Waterford, and was born in 1773. He was educated at Christ Church, Oxford, where he graduated in 1793. After filling various minor offices in the church, he was nominated in 1806 to the Bishopric of Cork, and shortly afterwards was translated to the sees of Raphoe and Clogher. In 1820 he was appointed by Lord Liverpool's Government to the Archbishopric of Dublin, and by the same government in 1822 to the Archbishopric of Armagh and the Primacy of Ireland. He was Vice-Chancellor and Visitor of Trinity College, Dublin, from

1829 to 1851, when he became Chancellor. Connected with the Archbishopric are the officers of Lord Almoner of Ireland, Prelate of the Order of St. Patrick and the patronage of 56 livings. The province contains the dioceses of Meath, Derry, Down and Connor, Dromore, Tuam and Elphin. The Archbishopric is worth £15,000 a year. An account of Primate Beresford's last moments appears in the *Dublin Daily Express*, supplied by a clergyman who was by his bedside:—"With unremitting solicitude his nieces, Mrs. Henry Eden and Mrs. Edward Kenyon, watched by his bedside, along with his friend and constant companion, Mr. Dunbar. On the day of his decease his thoughts were occupied with only one matter of worldly business, the giving of directions as to the continuing for a year after his death the payment of the salaries and augmentations of salaries which he had given to more than thirty curates in his diocese. It is said that, with his failing voice, he particularly named many of them, and specified a sum of money to be allocated towards the building of the glebe-house for one of them. Thus, not the 'ruling passion,' but the ruling principle of benevolence which had actuated him through life was 'strong in death.' This matter, relating to the affairs of the present life and the benefit of others, having been arranged, he requested that the Sacrament of the Lord's Supper might be administered to him by the Rev. Mr. Irwin, his private secretary, who was in attendance on him, and he devoutly read in his Prayer-book the responses to the solemn services, and afterwards expressed the comfort he derived from it. Throughout the evening his faintly audible voice was heard repeatedly in private prayer, until at last he ceased to speak. The final hour of departure drawing near, his soul was commended to God by the attendant minister, and soon after, at ten minutes past ten o'clock, without any pain, without a struggle, and in perfect peace, this great and good man breathed his last."

NO. 34.—REV. DR. LEIFCHILD.

The Rev. Dr. Leifchild, the eminent Independent minister, has just died in England, in his eighty-second year. He was the first settled minister of Craven Chapel, London, and an English paper says of him:—"For many years scarcely even standing room could be obtained in the spacious edifice, and probably every Sunday evening his congregation numbered, if it did not exceed, from eighteen hundred to two thousand persons. Over these he presided for more than twenty years. In such a position, and by his platform services, he became almost universally known to the religious communities, and the influence of his ministry has extended over an unusually wide area. The intelligence of his decease will therefore awaken a melancholy interest, not only at home and in the immediate circle of his friends, but amongst those who have listened to his voice, or perused his works, and are now in America, Canada, Australia, China, and India, from all of which countries he has, at various times, received intimations of undecaying affection and remembrance. A man so extensively known, and moving in so large a sphere during a public life of above half a century, naturally became acquainted with many eminent and excellent contemporaries, nearly every one of whom he himself survived. We understand that Dr. Leifchild has left behind him notices, recollections, and letters of several of those eminent men, some of whom, as the celebrated Robert Hall, and John Forster, the essayist, were long his attached friends."

NO. 35.—HENRY THOMAS BUCKLE.

The author of "The History of Civilization in England," is dead. He died at Damascus, whither he had gone a short time previously for the benefit of his health, on the 31st ult. His death in the prime of life—he was but 40 years of age—is a cause of deep regret. How ever open to criticism his writings may be, no one has dared to deny the author's great learning, extensive reading, and originality of thought. Few books have, of late years, produced such a sensation as Mr. Buckle's first volume on the History of Civilization. His first volume was on Civilization in England; his second was on Spain and Scotland, and was not, perhaps, equal to the first, but it was a fitting successor to it. The third volume was to have been a review of the History of Civilization in Germany and the United States. In what state of forwardness it may have been at the time of his death, we are not aware. Few historical writers have gained by their first work so high a reputation as that obtained by Buckle by his History of Civilization, the first volume of which appeared in 1858, and the second in 1861. While his theory that the progress of civilization in Europe is entirely due to its intellectual activity, and still more, his views upon the relation of Christianity to civilization, have met with more opposition than approval, the remarkable talent of the author has been acknowledged on all sides. He also published an "Essay on Liberty," and another "On the Influence of Women," both of which appeared in *Fraser's Maga-*

zine; the latter was originally delivered as a lecture at the Royal Institution in 1858. From the *New York Tribune* we learn that Mr. Buckle was the son of a merchant in the city of London, and was born November, 1822. He received a good education, and entered a commercial house; but when his father died, in 1840, and left him a large fortune, he abandoned commercial and devoted himself to literary pursuits. Mr. Buckle, though a young man, has left a name in history which will long survive him.

VII. Miscellaneous.

THE PATTEN OF LITTLE FEET.

Up with the sun at morning,
Away to the garden he hies,
To see if the sleepy blossoms
Have begun to open their eyes.
Running a race with the wind,
With a step as light and fleet,
Under my window I hear
The patter of little feet.

Now to the brook he wanders
In swift and noiseless flight,
Splashing the sparkling ripples
Like a fairy water-sprite.
No sand under fabled river
Has gleams like his golden hair,
No pearly sea shell is fairer
Than his slender ancles bare:
Nor the rosiest stem of coral
That blushes in ocean's bed,
Is sweet as the flush that follows
Our darling's airy tread.

From a broad window my neighbour
Looks down on our little cot,
And watches the "poor man's blessing"
—
I cannot envy his lot.
He has pictures, books, and music,
Bright fountains and noble trees,
Flowers that blossom in roses,
Birds from beyond the seas:

But never does childish laughter
His homeward footsteps greet,
His stately halls ne'er echo
To the tread of innocent feet.

This child is our speaking picture,
A birdling that chatters and sings,
Sometimes a sleeping cherub—
(Our other one has wings).
His heart is a charmed casket,
Full of all that's cunning and sweet,
And no harp strings hold such music
As follows his twinkling feet.

When the sunset of glory opens
The highway of angels trod,
And seems to unbar the city
Whose builder and maker is God.
Close to the crystal portal,
I see by the gates of pearl,
The eyes of our other angel—
A twin born little girl.

And I ask to be taught and directed
To guide his footsteps aright,
So that I be accounted worthy
To walk in sandals of light,
And hear amid songs of welcome
From messengers trusty and fleet,
On the starry floor of heaven,
The patter of little feet.

2. PRINCE ALBERT'S MAUSOLEUM.

The Queen is building a superb mausoleum on the royal grounds at Frogmore. The spot upon which it is built is very beautiful and secluded. The mausoleum is thus described:—"It consists of a central cell with four transepts branching north, south, east and west, with a porch adjoining the western transept. The whole floor is supported by brick vaults of massive work, which at the same time form chambers, with loop-holes for the purpose of ventilation, and the prevention of damp rising to the superstructure. They are entered by a small flight of stone steps. The central cell will be lighted by three light semi-circular-headed windows in the clerestory, which will be externally decorated with Aberdeen granite shafts and heads. The copper roof of the central cell (which is octagonal on plan) rises from the wall-heads to the apex with a flat pinch in the manner of an Italian campanile, and will be surmounted with a gilt cross. Under this roof will be the sarcophagus for the remains of the Prince Consort. The reclining statue of the Prince will be executed by Baron Mochetti. The four transepts are square, and are lighted by windows similar to those in the clerestory of the central cell, and will have pedimented copper roofs. The porch, which will be entered by a handsome flight of stone steps, will be lighted with circular-headed three-light windows, with shafts and heads of Guernsey granite, and the front will be supported by monolithic granite columns, similar to those already finished in the mausoleum of the Duchess of Kent. The whole of the exterior will be decorated with Aberdeen and Guernsey granite, and with red Mansfield and various other stones. The interior will be in different coloured marbles and stone. The building is in the Italian style, reminding one of the campanili at Pisa. As the erection stands upon a base of concrete six feet in thickness, there is very little probability that the symmetry of the mausoleum will be marred by settlements. The erection, which is seventy feet in length and the same in height, will be adorned by several statues. The foundation stone, which was laid by her Majesty the Queen, bears the following inscription:—"The foundation stone of this building, erected by Queen Victoria in pious remembrance of her great and good husband, was laid by her on the 15th day of March, A. D. 1862. 'Blessed are they that sleep in the Lord.'"

3. THE PRINCE OF WALES IN THE HOLY LAND.

Ten days after the arrival of the Prince in the Holy City he met by appointment, at the Western wall of the temple, the Chief Rabbi and others of the heads of the Jewish community of Jerusalem. The Chief Rabbi appeared in his full robes, and with the insignia of his office as Haacham Baahi, which, being an appointment by the Sultan, confers upon him great civil powers and authority. The Prince received the deputation in a most gracious manner, and after the ordinary formalities entered freely into conversation with the Chief Rabbi; of whom he inquired if he believed the massive wall by which they stood to be a portion of the great master-work of King Solomon. The Chief Rabbi's explanatory remarks in answering this question in the affirmative evidently impressed the Prince, for he raised the covering from his head in token of the sincere veneration which he felt for the sacredness of the spot; and who can tell what associations of thought crowded on him at that moment, for he immediately requested the Chief Rabbi to offer up a prayer for his "mother, the Queen of England!" The Chief Rabbi then prayed aloud in Hebrew for the health of Queen Victoria, and with great fervency, that she might long continue to reign, and with wisdom like unto that of Solomon. At the conclusion, all the deputation ejaculated "Amen, Amen." The prayer being interpreted to the prince, he was greatly moved, and even more so when the Chief Rabbi followed up this prayer with an invocation to the King of Kings that the soul of the Prince Consort might rest in peace in the realms of eternal bliss. The prince, accompanied by the Chief Rabbi, then visited the synagogue, which were brilliantly lighted up and decorated as on a festival, and were crowded to excess. Prayers were there offered up for the Prince, Prince Alfred, and all the royal family. At the first synagogue which he visited, the Prince asked to see one of the scrolls of the law, and he examined the sacred volume with great earnestness. The Prince then went with the Chief Rabbi to view the two new synagogues and the Rothschild Hospital, and during this time they held almost uninterrupted conversation in the Italian language. The amiability of the Prince on this occasion was as conspicuous as was the deep interest which he exhibited in all that took place; and his most courteous demeanor throughout toward the Chief Rabbi and the whole Jewish community is creditable alike to his heart and to his enlightened mind.

The Prince of Wales and his suite left Jerusalem on Thursday, April 19, at three A.M., encamping at Bethel, and proceeding the following day by Shiloh to Nablous, arriving on the eve of the Samaritan Passover. After visiting Jacob's Well in the morning, the whole party ascended Mount Gerizim in the evening, and there witnessed this ancient ceremony, the only direct vestige of the Jewish Passover. The whole Samaritan community were assembled on a terrace just short of the summit. About an hour before sunset the prayers began, and six sheep, tended by young men in white garments, appeared among the crowd. As the sun sunk behind the western ridge the young men burst into a wild chant, drew their long bright knives, and brandished them in the air. In a moment the sheep were thrown upon their backs and the knives drawn across their throats. In the stream of blood which poured from them the young men dipped their fingers, and marked the foreheads and noses of all the children. Next came the skinning and roasting—the first in a trough, the second in a hole prepared for the purpose. The Prince and most of his suite returned to the tents, one or two remaining through the night on the mountain-top to witness the "feast," which was eaten in haste in the early morning by the Samaritans, girded and shod, and with staves in their hands.

The *Times* publishes a letter from one of the Prince of Wales' suite at Jerusalem, describing a visit to the Mosque of Hebron. After much negotiation, permission was given to the Prince of Wales and a limited number of his suite to visit the mosque; and to prevent the fanaticism of the populace from breaking out, the approach to the town was lined with soldiers, and guards stationed on the house tops. Within these sacred precincts for 600 years, excepting by stealth, no European has ever entered. The writer says:—"At the head of the staircase, which by its long ascent showed that the platform of the mosque was on the uppermost slope of the hill, and, therefore, above the level where, if anywhere, the sacred cave would be found, we entered the precincts of the mosque itself, and were received by one of its guardians, a descendant of one of the companions of Mohammed, with the utmost courtesy on his part, though not without deep groans from some of his attendants, redoubled as we moved from one sacred spot to another. We passed (without our shoes) through an open court into the mosque. * * * This building occupies about one-third of the platform. I proceed to describe its relation to the sepulchres of the Patriarchs. It is the innermost of the outer porticoes which contain the two first. In the recess on the right is the alleged tomb of Abraham, on the left that of Sarah, each guarded by silver gates. The shrine containing the tomb of Sarah we were requested

not to enter, as being that of a woman. The shrine of Abraham, after a momentary hesitation and with a prayer offered to the patriarch for permission to enter, was thrown open. The chamber is cased in marble. The tomb consists of a coffin-like structure, like most Moslem tombs, built up with plastered stone or marble, and hung with carpets—green, embroidered with gold. The three which cover this tomb are said to have been presented by Mohammed II., Selim I., and the late Sultan, Abdul Medjid. I need hardly say that this tomb (and the same remark applies to all the others) does not profess to be more than a cenotaph, raised above the actual grave which lies beneath. But it was impossible not to feel a thrill of unusual emotion at standing in a relation so near to such a spot—an emotion, I may add, enhanced by the rare occasion which had opened the gates of that consecrated place, (as the guardian of the mosque expressed it) 'to no one less than the eldest son of the Queen of England.' Within the area of the church or mosque were shown, in like manner, the tombs of Isaac and Rebekah. They differed from the two others in being placed under separate chapels, and closed, not with silver, but iron gates. The tombs of Jacob and Leah were shown in recesses corresponding to those of Abraham and Sarah, but in a separate cloister, opposite the entrance to the mosque. Against Leah's tomb, as seen through the grate, two green banners are reclined, the origin and meaning of which were unknown. The gates of Jacob's shrine were opened without difficulty, but it calls for no special remark. Thus far the monuments of the mosque adhered strictly to the Biblical account, as given above. The variation which follows rests, as I am informed by Dr. Rosen, on the general tradition of the country (justified, perhaps by an ambiguous expression in Josephus,) that the body of Joseph, after having been deposited first at Sechem (Joshua xxiv., 32,) was subsequently transported to Hebron. But the peculiar situation of this alleged tomb agrees with the exceptional character of the tradition. It is in a chamber attached to the enclosure from the outside, and reached, therefore, by an aperture broken through the massive wall itself, and thus visible on the exterior of the southern side of the wall. It is less costly than the others, and it is remarkable that although the name of his wife (according to the Mussulman version, Zuleika) is inserted in the certificates given to pilgrims who have visited this mosque, no grave having that appellation is shown.

"No other tombs were exhibited in the mosque. Two others, resembling those of Isaac and Rebekah, which were seen (by one of our party only) within an adjacent smaller mosque, were afterwards explained to us as merely ornamental. It will be seen that up to this point no mention has been made of the subject of the greatest interest to all of us—namely, the sacred cave itself in which one at least of the patriarchal family may still be believed to repose intact—the embalmed body of Jacob. It may well be supposed that to this object our inquiries were throughout directed. One indication alone of the cavern beneath was visible. In the interior of the mosque, at the corner of the shrine of Abraham, was a small circular hole, about eight inches across, of which one foot above the pavement was built of strong masonry, but of which the lower part, as far as we could see and feel, was of the living rock. This cavity appeared to open into a dark space beneath, and that space (which the guardians of the mosque believed to extend under the whole platform) can hardly be anything else than the ancient cavern of Macphelah."

The narrative, whence the above details are taken, notes further movements of the Royal party, including visits to Nablous, the plains of Esdraelon and Megiddo, the foot of Carmel, Acre, the hills of Galilee and Nazareth, which were reached on Good Friday. Here Divine service was held. Thence the Prince visited the coasts of the Galilean Sea, Tiberias, Safed Kadeah Napthali, the valley of the lake of Merom, the hill of Dan, the plain of Abel Beth-maachah and Rasheya, finally reaching Damascus, where his Royal Highness received a visit from Abd-el-Kader. Between Damascus and Beyrout the Royal party halted at Baalbec, spending Sunday, May 4, among the ruins, in a portion of which Professor Stanley held the church service, and preached.

4. THE FIJI ISLANDS.

Her Majesty's Government has declined to accept the proffered cession of the Fiji Islands. When the offer was made some time ago, Colonel Smythe, R. A., was commissioned to examine the islands as to their alleged capabilities for the growth of cotton, and that officer has reported that, "whether by natives, or by white planters with native laborers, the supply of cotton from the Fiji can never be otherwise than insignificant." The result of his inquiries relative to other matters was equally unsatisfactory, and the Government have determined to leave the Fiji islanders to themselves.

5. CURIOUS CENSUS FACTS.

The census develops the curious fact that there are more Scottish descendants in London than in Edinburgh, more Irish than in Dublin, 109,000 more Romanists than in Rome, and more Jews than in Palestine. There are also in the same metropolis more than 50,000 Germans, 30,000 French, and 6,000 Italians; a very large number of Asiatics from all parts of the East, and many who still worship their idols.

6. NERVOUSNESS IN GREAT ORATORS.

I doubt whether there has been any public speaker of the highest order of eloquence who has not felt an anxiety or apprehension, more or less actually painful, before rising to address an audience upon any very important subject on which he has meditated beforehand. This nervousness will, indeed, probably be proportioned to the amount of previous preparation, even though the necessities of the reply or the changeful temperament which characterizes public assemblies may compel the orator to modify, alter, perhaps wholly reject, what, in previous preparation, he had designed to say. The fact of preparation itself had impressed him with the dignity of the subject—with the responsibilities that devolve on an advocate from whom much is expected, on whose individual utterance results affecting the interests of many may depend. His imagination had been roused and warmed, and there is no imagination where there is no sensibility. Thus the orator had mentally surveyed, as it were, at a distance, the loftiest height of his argument; and now, when he is about to ascend to it, the awe of the attitude is felt.—*Sir E. B. Lytton, in Blackwood's Magazine, for April.*

VIII. Short Critical Notices of Books.

—**QUEEN'S COLLEGE, KINGSTON.**—We have received a copy of the Calendar of the University of Queen's College for 1862-63. It contains a great deal of information in reference to the institution and appears to be compiled with great skill. The College, Preparatory School and Kingston County Grammar School, are now united and affiliated to the University.

—**MCGILL UNIVERSITY CALENDAR AND EXAMINATION PAPERS.**—Besides the usual yearly information concerning the courses of study, &c., to be pursued in the College High School, the addition is made this year of the examination papers on all the different branches of study that were used both in the College and High School at the last sessional examination. The addition is a very valuable one.

—**THE AMERICAN JOURNAL OF EDUCATION.** New series, No. 2. Edited by Henry Barnard, LL.D.—The June number of this excellent quarterly has been received. To those acquainted with it, it will be enough to say that it contains the usual amount of valuable reading. A fine portrait of Dr. G. S. Howe precedes the title page. Its articles are: *The State and Education; Conversation on Objects; Specimen Lesson on Objects; M. Guizot's Ministry of Public Instruction in France; Memoir of Samuel Gridley Howe; The Study of German Language in German Schools; Physical Education; Thoughts on Education* (by John Locke); *Thoughts on Education* (by Herbert Spencer); *Military Exercises in Public Schools; New Gymnastics; School Architecture.*

IX. Educational Intelligence.

CANADA.

— PARLIAMENTARY GRANTS FOR EDUCATION IN 1862:—

Statutory Grant to Common Schools	\$200,000
Additional sum for Common Schools, Upper and Lower Canada ..	168,000
Do. do. Supplementary	16,000
Aid to Superior Education Income Fund, Upper and Lower Canada	40,000

\$444,000

The aid to superior education in Upper Canada was distributed as follows:

Victoria College, Cobourg	\$5,000
Queen's College, Kingston	5,000
Regiopolis do. do.	3,000
St. Michael's College, Toronto	2,000
Bytown do. Ottawa	1,400
Grammar School Fund, U. O.	3,200
L'Assomption College, Sandwich	400

\$20,000

Additional to various Literary and Scientific Institutions.

Aid to Medical Faculty, McGill College, Montreal.....	\$1000
Aid to Medical Faculty, Victoria College, Cobourg.....	1000
Aid to School of Medicine, Montreal.....	1000
Aid to School of Medicine, Kingston.....	1000
Aid to School of Medicine, Toronto.....	1000
Aid to Canadian Institute, Toronto.....	1000
Aid to Natural History Society, Montreal.....	1000
Aid to Historical Society, Quebec.....	1000
Aid to Canadian Institute, Ottawa.....	400
Aid to Athenaeum, Ottawa.....	400
Observatory, Quebec, to defray expenses of.....	2400
Do. Toronto, do. do.	4800
Do. Kingston, do. do.	500
Do. Isle Jesus, do. do.	500
	\$17000

— **SCHOOL LANDS IN UPPER CANADA.**—From the Report of the Commissioner of Crown Lands, for 1861, we make the following extracts:—**GRAMMAR SCHOOL LANDS.**—5,729 acres of the 60,412 acres disposable on the 1st of January, 1861, were sold for \$8,527.79, leaving a balance of 54,683 acres for future sale. The gross receipts of the year were \$22,050.74; the commission, \$4,872.13; and the net proceeds, \$17,678.61. **COMMON SCHOOL LANDS.**—The sales of these lands amounted to 4,498½ acres during the past year, leaving only 12,016½ acres of the million set apart, under the authority of the Act 12th Vic. cap. 200, on hand. The purchase money of the lands sold amounts to \$14,580.00; the gross collections to \$111,514.25; commission, refunds, and other disbursements, to \$22,380.47; leaving a net income of \$88,683.78. The total net amount realized from these lands, to 31st December, 1861, is \$744,640.44. The following is a statement of the number of acres sold, amount of sales, and amounts collected in Upper Canada, for the years 1860 and 1861:—

	Acres sold.		Amount of sales.		Amounts collected.	
	1860.	1861.	1860.	1861.	1860.	1861.
			\$ cts.	\$ cts.	\$ cts.	\$ cts.
Com. School Lands	3221½	4498½	10006.60	14580.00	115286.48	111514.25
Gram. School Lands	6900½	5729	11408.93	8527.79	80490.66	22050.74

— **MORAL SUASION IN THE SCOTLAND GRAMMAR SCHOOL.**—To day we give the report of a celebration in the Scotland Grammar School—Brant County. The proceedings, which were of an interesting character, are a tribute not only to the literary standing of the master, but to the success of the moral suasion theory in schools.—On Thursday last, the United Grammar and Common School at Scotland held a Pic-Nic, Exhibition, and Concert in Squire Malcolm's Grove. A large procession, headed by the Scotland Brass Band, marched from the Grammar School to the grove. A large number of people from different localities was in attendance. This school celebration did honor to the village of Scotland. A table, one hundred and eight feet long, was heavily laden with the good things of life. The recitations and singing by the pupils were excellent. During the day a parting address was presented to the Head Master, in which the following passage occurs:—We wish, Dear Sir, to make an especial reference to one feature of your school government; viz. the total abolition of corporeal punishment. And we congratulate you on being the first to demonstrate in Scotland that schools can be governed without the rod: and that you have the pleasure of seeing other schools following your example. As a slight token of our esteem, we here present you a copy of the Holy Bible—a small remembrance of your pupils at Scotland. We pray that it may be “a lamp unto your feet, and a light unto your path.” In conclusion we sincerely wish that the same success that has attended you may still follow you in your laborious but good work.” Miss Eliza Fitzgerald, then presented a beautifully bound Bible. On the clasp was engraved “Presented to L. Younghusband, M. A., by the Pupils of the Union School at Scotland, C. W.” Mr. Younghusband delivered the following reply:—Dear Pupils,—This public expression of your esteem and respect is a source of much pleasure to me. I can assure you that I heartily thank you for your handsome gift. Your uniform kindness and obedience to me on all occasions, have made a deep impression on my heart, and this parting token of your love is received with feelings of gratitude. I am pleased to learn that you so highly appreciate my humble efforts to govern my students by moral suasion. The use of the rod in schools is a dishonor to our noble profession. I view corporeal punishment

as a great evil. I long for the time when it shall be abolished. I frequently wonder why it has been so long tolerated in this land of christian light and liberty.” The parting between Mr. Younghusband and his many pupils was an affecting scene. The scholars wept bitterly when he bade them farewell. The Trustees very kindly presented Mr. Younghusband with a written testimonial.

— **MILITARY DRILL IN PETERBORO' SCHOOL.**—The Board of School Trustees have engaged the services of Mr. Lince to instruct the boys of the school in drill and the girls in callisthenics.—*Review.*

— **LORETTO CONVENT SCHOOL, TORONTO.**—The annual examination of the young ladies attending the Loretto Convent School took place yesterday, in the class-rooms of the institution, Bond Street. The exercises, especially those in the afternoon, were exceedingly interesting, and showed in a very prominent manner the great advantages enjoyed by the pupils. In the afternoon there was a large number of visitors, the rooms being crowded with ladies and gentlemen, relatives and friends of the pupils. After the music and dramatic representations the pupils, numbering about fifty, assembled on the platform, for the purpose of receiving the prizes which had been awarded to them. Vicar General Walsh before distributing the prizes, briefly addressed the young ladies, congratulating them upon the progress they had evidently made in their studies, and complimenting them upon the very creditable examination through which they had that day passed, which he said was but a just and appropriate conclusion to the year of literary toil and labour they had undergone. He felt convinced that he but uttered the sentiments of all present when he assured them that their examination had been eminently successful and satisfactory, and that it reflected the greatest credit upon all concerned. This was as it should be. One of the highest duties of rational beings was to improve the intellectual faculties with which a beneficent Providence had endowed them. They were told by Clement that ignorance was the famine of the soul, but knowledge its best food; and of this they seem to have been convinced because of the great effort made during the past year to advance themselves in their education. (Applause.) Of the various and many branches of learning pursued in that institution he felt that he spoke but the truth when he said that in all they had manifested application and industry as well as talent. In history, geography, French, Italian, and other branches, they had shown much proficiency; but there was one department in which they had given the greatest possible satisfaction and pleasure, and that was their splendid examination in music. It should be to every refined mind a source of gratification to see the attention which had evidently been paid to this fine accomplishment. He remarked that in all ages and among all people music was considered as something divine. Even in those ages in which the light of christianity had not broken forth and illuminated the world, it had its charms. Ovid said it bent the forest trees to its sweet sounds, and Strabo believed there was something divine in its influence, while Pythagoras was a passionate lover of it, and interrupted his philosophical pursuits to play both in the morning and in the evening. Even in Holy Scripture they found Paul calling upon the shepherd boy to still the tempest in his soul by the soft and gentle tones of his lute. And their own poet, Moore, had enshrined these thoughts in immortal verse in the well-known and beautiful song, “When through life unblest we roam.” He (the Rev. gentleman) was sure they all wished the pupils the greatest amount of rational enjoyment during their long-looked for holidays. Might they be so spent as to form in after days cherished thoughts, happy associations and sweet remembrances that would never be forgotten. (Loud Applause.) A large number of handsomely bound books, with many pretty garlands or “crowns,” were then distributed as prizes to the pupils. The exercises terminated with the singing in the chorus of “God save the Queen,” the entire company, as usual, standing. The whole affair passed off very pleasantly and must have given much satisfaction to all present.—*Leader.*

— **LAVAL UNIVERSITY.**—The monies spent by the Quebec Seminary in the establishment of the Laval University, are thus given by the *Canadian*:
 Cost of buildings,.....\$208,421 90
 Expenditure on the Library,.....13,106 06
 “ Medical Museum,.....8,120 00
 “ Cabinet of Natural Philosophy,.....6,264 20
 Visits of Professors to Europe, and journeys in connection with the University,.....19,066 25
 Monies paid to Professors,.....41,846 10

\$296,363 81

The current expenses and receipts for 1860-61 are as follows:—

EXPENSES.	
Paid to Law Professors,.....	\$3,600 00
" Medical "	5,238 88
" Arts "	878 88
" Interest on sums borrowed, ...	2,865 20
" Employees, Servants,.....	600 00
" Insurance, ...	188 00
" Water Tax, ...	400 00
" Heating,.....	1,181 97
" Lightning, ...	224 98
Receipts,.....	\$14,626 81
Students' fees.....	2,693 38
Deficit, ...	\$11,988 48

"Divide this" says the author of the article in *Le Canadien*, "between the 71 students who have attended the University during 1860-1, and it will be found that each one cost the Seminary the sum of \$168 07.—*Three Rivers Inquirer*.

— LENNOXVILLE GRAMMAR SCHOOL.—The village of Lennoxville is pleasantly and picturesquely situated in the Eastern Townships, at the confluence of the Rivers Massiwiippi and St. Francis, on the Grand Trunk Railway—100 miles from Montreal, and 128 from Quebec, and 200 from Portland. The School House is an extremely handsome and commodious brick building comprising a lofty, spacious, well ventilated, school-room, class-room, cloak room, &c., &c.; with bed rooms in the upper stories for the accommodation of about 60 boys, who are in charge of a Resident Master, and attended by a Matron, under the superintendence of the Rector, for whom a separate house, close to the School House, is being built; where, by the permission of the authorities, he receives into his own family a limited number of pupils, having thus the entire department under his eye. The Grammar School is contiguous to, and forms the Junior Department of Bishop's College, which stands at about a quarter of a mile from the village. The college was constituted a University, with powers to grant degrees, by royal charter in 1858. The system employed comprises the principal features, in which the English Public Schools (such as Rugby, Eton, &c.) have been so eminently successful, adapted especially to the circumstances of this country. The object of the institution is to provide a sound practical education, classical or commercial, or both, as may be required, at the lowest possible charge, compatible with the effective carrying out of the requisite provision for the moral and physical health of the pupils.—*Ontario Gazette*.

COLONIAL.

— ACADIA COLLEGE, NOVA SCOTIA.—We see by the *Christian Messenger*, of Halifax, that the friends and supporters of Acadia College are anxious to place its finances on a more sure footing than they are at present, to elevate its literary standard, and to create four Professorships. With this object it is proposed to raise £15,000 in all, as an endowment fund. The amount already invested, pledged, and to be collected, is £5000, which leaves £10,000 still to be provided; half of that sum (£5000) a gentlemen interested in the matter proposes to raise by appealing to the generosity, wealth, and intelligence of the Baptist body of the three Provinces, and calling on fifty persons to subscribe £100 each. The duty of collecting the other £5000 to devolve on the Governors and friends of the College. The proposer of the scheme is sanguine of success.

— PRESBYTERIAN COLLEGE, TRURO, NOVA SCOTIA.—This institution was first opened at Truro, in the year 1858. The building is situated in the central part of the village, and adds greatly to the beauty of Truro. When the grounds in front of the college are ornamented with trees and flowers it will appear more beautiful. There are three Professors at this institution. The Rev. James Ross, (son of the late Rev. Duncan Ross,) is the Principal and Professor of Greek, Logic, Chemistry (and Chemistry and Rhetoric. Mr. Ross performs the duties of each of these classes in an able and energetic manner. The Rev. William Lyall is Professor of Latin, Greek and Moral Philosophy. As a Metaphysician, Professor Lyall greatly excels. Mr. Thomas McCulloch, (son of the late Dr. McCulloch,) is Professor of Latin, Mathematics, and Natural Philosophy; Professor McCulloch labors ardently and diligently, and under his supervision the students make rapid progress. There is also a preparatory school in connection with the institution, over which Mr. Edward Blanchard presides. Students deficient

in the languages attend here. There are upwards of forty students in attendance at the college this session. Seven of these also attend the preparatory school. The apparatus connected with the natural philosophy course is very good, yet the chemical apparatus is rather imperfect; and the library requires a good many valuable works to meet the wants of the students. On the last two a good deal of money might yet be expended. There is also in connection with the institution a museum which reflects great credit on the indefatigable labors of Professor McCulloch. In this museum there is a large collection of Nova Scotia birds, shells, &c., and also various articles from the South Sea Islands. This college is now in a prosperous condition, and will compare favorably with any in the British Provinces (not excepting McGill College). The college at Truro receives no allowance from Government, but is voluntarily supported by the people —*O. in Montreal Witness*, 1st May.

UNITED STATES.

— JUVENILE ASYLUM IN NEW YORK.—About 8,000 children have been received at the Juvenile Asylum during the past ten years at New York, a large number of whom have been indentured to farmers in the West, and are all doing well. Fifty boys and girls, out of the 500 now in the institution, were sent to Illinois, and will have carefully selected homes secured for them.

— FREE COLORED SCHOOLS IN THE DISTRICT OF COLUMBIA.—A bill has been introduced in the U. S. Senate, establishing free colored schools in the District of Columbia. It appears that free colored property holders pay \$3,000 school tax per year, which goes with the school funds of other property holders, and yet debar them from receiving any benefit therefrom. This bill sets aside the tax they pay for their own schools.

— EDUCATION IN NEW JERSEY.—The annual report of the Superintendent of Public Schools shows that the number of these in operation last year was 1669, which were attended by 187,578 pupils, or 58,264 on an average. In forty-two cities and townships the schools are free. The amount of money raised and expended in 1861, was \$549,123, an increase of \$17,383, as compared with 1860. Of this sum \$80,000 was appropriated by the State for the support of public schools, \$10,000 for the Normal School, and \$1200 for the Farnum Preparatory Institute. The remainder was mostly raised by local taxation, \$40,440 having been derived from "other sources."

X. Literary and Scientific Intelligence.

— THE BOTANICAL SOCIETY OF CANADA.—The *Kingston Whig* contains a long account of the proceedings of a meeting of this Society held in the Convocation Hall of Queen's College, for the purpose of electing His Excellency the Governor General as Patron. The Very Revd. Principal Leitch, LL.D., was in the chair, and Professor Lawson acted as Secretary. Principal Leitch announced to the meeting the object for which they were assembled, viz.: the formal election of Lord Monck as Patron of the Society, a resolution having been previously passed by the Society to elect him. Professor Lawson, Secretary, had communicated with His Excellency on the subject, to which His Excellency had replied that he would with pleasure accept the honor of Patron to the Society. The Society formally elected him Patron. Letters and other communications from Governor Mactavish of Assiniboia, and Dr. Schultz, Secretary of the Institute, Rupert's Land, Red River, were then presented to the meeting. They expressed their high sense of the importance of geological and botanical societies for the diffusion of useful knowledge, and said that even in the far-off wilds of the Red River settlement their beneficial influence was beginning to be felt.

— THE NEW WESTMINSTER BRIDGE crossing the Thames, near the British House of Parliament, is at last completed. It is 1810 feet long, 85 feet broad, and has several arches, the two largest with spans of 115 feet.

— SALARY OF A MAGAZINE EDITOR.—The salary of Mr. Wilkie Collins, the new editor of the *Cornhill Magazine*, is \$10,000 a year.

— MEMOIR OF MACAULAY.—Messrs. Longman & Co. have just reprinted, from the Papers of the Royal Society, a memoir of the late Lord Macanlay, by the Very Rev. the Dean of St. Paul's. It is a small pamphlet of twenty-eight pages, and is preceded by a fine engraving, by Holl, from a portrait drawn by George Richmond, A. R. A., when the lamented author and statesman was forty-nine years of age.

— **THE MACAULAY STATUE.**—Mr. Woolder has been selected to execute the Statue of Lord Macaulay, which is to be placed in the library of Trinity College, Cambridge.

— **STATUES TO CELEBRITIES IN ENGLISH COUNTRY TOWNS.**—Our country towns are rapidly doing honor to their illustrious townsmen by erecting monuments to them. The other day we recorded that a statue of Sir H. Davy is to be erected at Penzance—and now Paisely purposes perpetuating the memory of her townsman, Wilson, by putting up a statue of that eminent ornithologist in his native town. It will be in bronze, a little larger than life, and will represent him examining a bird that he has just shot. The statue, which is designed by Mr. Meesman, of Glasgow, will rest on a pedestal of Aberdeen granite, nine feet in height.

XI. Departmental Notices.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, SCHOOL PRIZE BOOKS, ETC.

[Insert Post Office address here.]

SIR,—The [Trustees, or Board of Trustees, if in Towns, &c.] of the School being anxious to provide [Maps, Library Books, or Prize Books, &c.] for the Public Schools in the [Section, Town, or Village, &c.] hereby make application for the, &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to for Public Schools. The selected are *bona fide* for the; and the CORPORATION HEREBY PLEDGES ITSELF not to give or dispose of them, nor permit them to be given or disposed of, to the teacher or to any private party, OR FOR ANY PRIVATE PURPOSE WHATSOEVER, but to apply them solely to the purposes above specified in the Schools of the, in terms of the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the Station of the Railway, addressed to

IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of, this day of, 186—.

Amount remitted, \$.....

Trustees must sign their own names. } { Corporate seal to be placed here.

To the Chief Superintendent of Education, Toronto.

NOTE.—Before the trustees can be supplied, it will be necessary for them to have filled up, signed and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the *one hundred per cent.* will be added to the remittance, and the order, so far as the stock in the Depository will permit made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of *two dollars* additional, have one engraved and sent with the articles ordered.

* * If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be NECESSARY TO SEND NOT LESS THAN *five dollars* additional for each class of books, &c., with the proper forms of application for each class.

† The *one hundred per cent.* will not be allowed on any

* The Trustees of the Section; Chairman and Secretary of the Board of City Town, or Village Trustees; Warden, Mayor, or Reeve.

sum less than *five dollars*. Text books cannot be furnished on the terms mentioned above: they must be paid for in all, at the net catalogue prices.

ASSORTED PRIZE BOOKS IN PACKAGES.

Selected by the Department, for Grammar or Common Schools, from the Catalogue, in assorted packages, as follows:

Package No. 1.	Books and Cards,	5cts. to 70cts each	\$10
" No. 2.	Ditto ditto	5cts. to \$1.00 each	\$16
" No. 3.	Ditto ditto	5cts. to \$1.25 each	\$20
" No. 4.	Ditto ditto	10cts. to \$1.50 each	\$26
" No. 5.	Ditto ditto	10cts. to \$1.75 each	\$30
" No. 6.	Ditto ditto	10cts. to \$2.00 each	\$36
" No. 7.	Ditto ditto	15cts. to \$2.25 each	\$40
" No. 8.	Ditto ditto	15cts. to \$2.50 each	\$46
" No. 9.	Ditto ditto	15cts. to \$2.75 each	\$50
" No. 10.	Ditto ditto	20cts. to \$3.00 each	\$56
" No. 11.	Ditto ditto	20cts. to \$3.25 each	\$60
" No. 12.	Ditto ditto	20cts. to \$3.50 each	\$66
" No. 13.	Ditto ditto	25cts. to \$3.75 each	\$70
" No. 14.	Ditto ditto	55cts. to \$4.00 each	\$76
" No. 15.	Ditto ditto	25cts. to \$4.25 each	\$80
" No. 16.	Ditto ditto	30cts. to \$4.50 each	\$86
" No. 17.	Ditto ditto	30cts. to \$4.75 each	\$90
" No. 18.	Ditto ditto	30cts. to \$5.00 each	\$90
" No. 19.	Ditto ditto	35cts. to \$5.25 each	\$100
" No. 20.	Ditto ditto	35cts. to \$5.50 each	\$120

Special Prices, in handsomely bound books, singly at from \$1.05 to \$5.50. In sets of from two to six volumes of Standard Literature, at from \$3.00 to \$10.00 per set.

* * Trustees are requested to send in their orders for prizes at as early a date as possible, so as to ensure the due despatch of their parcels in time for the examinations, and thus prevent disappointment.

MAGIC LANTERN EXHIBITIONS TO SCHOOLS.

MR. T. J. WIGGINS proposes giving exhibitions of the Magic Lantern to Schools in various parts of Upper Canada, and desires to add the following certificate by way of introduction to them:—

This is to Certify that we have been acquainted with the bearer, THOMAS J. WIGGINS, for more than Thirty Years, and know him to be a good moral man, and that from misfortune in losing his sight, in so far as to debar him from working at his trade, and also the loss of property by fire he now is exhibiting certain paintings, &c., for the purpose of procuring an honest living,—therefore is recommended to the favorable consideration of a Christian public.

A. S. ST. JOHN, R. A. CLARKE, ROLLAND McDONALD,
RICHARD MILLER, J. C. RYKERT, M.P.P. WILLIAM ECOLLE,
J. G. CURRIE, Mayor of St. Catharines.

Sin. pd.

UPPER CANADA SCHOOL BOOK DEPOT,

62, King Street East, Toronto.

JUST PUBLISHED, and for Sale, wholesale and retail, RUDIMENTARY ALGEBRA, designed for the use of Canadian Schools. By B. Hensman, of the Middle Temple, Barrister-at-Law. Price 25 cents. R. & A. MILLER.

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TERMS: For a single copy of the *Journal of Education*, \$1 per annum; back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each.

ADVERTISEMENTS inserted in the *Journal of Education* for 25 cents per line, which may be remitted in postage stamps, or otherwise.

All communications to be addressed to J. GEORGE HODGINS, LL.B., Education Office, Toronto.

LOVELL AND GIBSON, PRINTERS, YORK STREET, TORONTO.

No. 11.

Books are the cheapest teachers, and often the best. He who would have his children become good scholars and grow up thoughtful and intelligent men, should provide them with books; not mere school books, nor learned treatises on religion and government: but books such as children can understand, and as they grow older, larger works of history, biography, travels, science, and philosophy. Five dollars well spent for books will often advance a family of children more than a whole year's schooling. I well remember with what a wild joy I once, in boyhood, greeted my father's return from a visit to the city where at an auction he had purchased a bundle of new books. Among them were Sherwood's Stories, Robin's Journal, and two volumes entitled Scenes in Asia and Scenes in America. How through the long winter evenings I pored over these

books! How the mind swelled with the new ideas it drank in! How I spelled away at the hard words, conquering in my zeal whole hosts of difficulties in the art of reading! and, better than all, kindling a thirst for reading and knowledge that lured me on till I had mastered a course at college.

I do not mean to deny the need of school instruction, but the training of the school room will be robbed of half its difficulties, and multiplied greatly in its results, if children are provided with books which will interest and instruct them.

If you are too poor to buy books, set your children upon earning them for themselves. Give your boys some vacant corner of a field where they can raise a few bushels of corn, or allow them wages for any extra labour they may perform. Their work will be lightened and their souls enlarged by the efforts. So let the girls be permitted to earn a penny now and then, and when you go to town buy them good books. Better every way is such expenditure of the little sums your children will get than that of buying a sheep or a calf, or any so-called prudent investments, which engages them thus early in the mad chase for riches which makes the world so hard and selfish.—*Michigan Journal of Education*.

3. GOOD BOOKS A SUPPLANTER OF EVIL HABITS.

Create a taste in youth for good books, and the pleasures of literature will supply the place of those grosser pleasures that lead astray the unthinking. It is the will made strong by cultivation that enables a man to resist the cravings of those appetites whose indulgence brings death. The ignorant man must of necessity be a man of narrow views and strong prejudices; and even in questions which involve great moral principles he is quite as likely to be wrong as right. The safe man in society is the man who is competent to do his own thinking.

4. GOOD AND BAD BOOKS.

A flood of books, newspapers, writings of all sorts, good and bad, is spreading over the whole land, and young and old will read them. We cannot stop that, it is God's ordinance. It is more; it is God's grace and mercy that we have a free press—liberty for every man, that if he has any of God's truth to tell, he may tell it out boldly, in books or otherwise. A blessing from God! one which we should reverence for God knows it was dearly bought. Before our forefathers could buy it for us, many an honoured man left house and home to die in the battle field or on the scaffold, fighting and witnessing for the right of every man to whom God's word comes to speak God's word openly to his countrymen.

A blessing, and an awful one! for the same gate which lets in good lets in evil. The law dare not silence bad books. It dare not root up the tares lest it root up the wheat also. The men who died to buy us liberty knew that it was better to let in a thousand bad books than to shut out one good one; for a grain of God's truth will ever outweigh a ton of the devil's lies. We cannot then silence evil books, but we can turn away our eyes from them; we can take care that what we read, and what we let others read, shall be good and wholesome.

Now, if ever, we are bound to remember that books are words, and that words come either from Christ or the devil; now, if ever, are we bound to put holy and wise books, both religious and worldly, into the hands of all around us, and if, poor souls! they must needs eat of fruit of the tree of knowledge they may also eat of the fruit of the tree of life; and now, if ever, are we bound to pray to Christ the word of God, that He will raise up among us wise and holy writers, and give them words and utterance to speak to the hearts of all the message of God's covenant, and that He may confound the devil and his lies, and all that swarm of vile writers who are filling the land with trash, filth, blasphemy and covetousness; with books which teach men that our wise forefathers, who built our churches and founded our Constitution, were but ignorant knaves and fanatics, and that selfish money-making and godless licentiousness are the only true wisdom; and so turn the Divine power of words and the inestimable blessing of a free press into the devil's engine, and not Christ's the word of God. But their words shall be brought to naught.—*Kingsley*.

5. WHAT BOOKS SHOULD FORM A SCHOOL LIBRARY.

Every school should be furnished with a Library which should include,—

1. Books on schools and school systems, for the use of school officers and parents; and on the theory and practice of teaching, for the professional instruction of teachers.
2. Books of reference, for the use principally of teachers.
3. Books for circulation among the pupils.

4. Books for circulation among the parents and inhabitants of the District or neighbourhood.

In the arrangement and furniture of a school house, provision should be made for the Library.—*Barnard's School Architecture*.

6. BOOKS THAT DIE—A BOOK THAT LIVES.

The tables of literary mortality show the following appalling facts in regard to the chances of an author to secure literary fame:—Out of 1,000 published books, 600 never pay the cost of printing, etc.; 900 just pay expenses; 100 return a slight profit; and only 100 show a substantial gain. Of these 1,000 books, 630 are forgotten by the end of the year, and 150 more at the end of three years; only 50 survive seven years publicity. Of the 50,000 publications put forth in the seventeenth century, hardly more than 59 have a great reputation, and are reprinted. Of the 50,000 works published in the eighteenth century, posterity has hardly preserved more than were rescued from oblivion in the seventeenth century. Men have been writing books these three thousand years, and there are hardly more than five hundred writers, throughout the globe, who have survived the ravages of time and the forgetfulness of man. The vanity of young authors—though there are exceptions—is proverbial. Every year a thousand writers imagine that they have something to say which the world ought to hear. They hurry into print, and ask men to listen to the new oracle. But the great world goes on its way, and pays no more heed to their modest request than the ox in the fable to the fly on his horn. Only the Word of the Lord endureth for ever.—*Sunday School Teachers' Magazine*.

7. AFFECTION FOR BOOKS.

Books have been, at various times, the torment and delight of every one of us. Doubt if there lives a person, at all acquainted with them, who has not sometimes been obliged to treat with respect and attention to books, which he was almost irresistibly inclined to throw through the window, as he knows nothing of one of the sweetest pleasures of a life as possible, to feel real affection for a book.

Next to the company of good books, our childhood; long before we could read, was the company of "Little Goody Two Shoes," and the leafy pall of "The Babes in the Wood," and the wonderful adventures of "Jack the Giant Killer," and "Dame Hubbard's Remarkable Dog." In those days we learned from "Nursery Hymns," and "Watt's Divine Songs for Children," through the sweet medium of mother's voice, those hymns, which, as they were the first learned, will be the last forgotten. And with the words we always remember the books, with the dog-eared leaves, and the "appropriate illustration" at the head of each hymn.

With added years came love of other books. "Jack the Giant Killer" was succeeded by "Blue Beard," "Robin Hood" and "Robinson Crusoe" became the heroes of our dreams; history and the rudiments of science opened new paths of pleasure for our youthful feet; and "Proverbial Philosophy" and "The Lady of the Lake" lured us into the flowery fields of poetry.

These, in turn, made way for others; and so these many books, like kind, unwearied friends, have led us on from infancy to manhood and womanhood. Every year has given us new friends to love, and new love for some of the old ones, till now, when we ask ourselves what books are to us, we find the answer must be a long one—they are more than we can tell.

They are the unwearied instructors of our ignorance. Blessings on the books that have given us, from year to year, a deeper appreciation of those "treasures of knowledge," of which we can hope to gain but a glimpse in this world. Blessings on those that have been cheer to our loneliness, rest to our weariness; and a double blessing on those that have deepened our longings for the true and the beautiful, or strengthened our hearts for the battle of life.

It is an old saying, that "a man is known by the company he keeps." Companions are sure revealers of character. It is true of these silent companions. We regard with pity, that has a spice of contempt in it, those whose constant companions are the shadowy heroes and heroines of "yellow covered literature;" we instinctively hold our breath, and tread softly, with one who reads only solid, instructive works. Commend us to one whose library, however small it be, holds companions for a many-sided nature, but the soiled pages and tarnished gilding show that the best are most loved.

Some books are soulless, others seem like caskets in which the author has imprisoned part of his soul. One feels, on laying them down, that he has been holding communion with a noble nature, and has been made better, by a subtle magnetism, which is no part of the book, yet breathes from it, like the perfume from the rose. No books have more of this delightful aroma than John Ruskin's.

For those who love them, books have a language that is quite independent of the printer's art. It is this unprinted language that makes our own books so dear, so much pleasanter to read than another's.

Our own books. We are at liberty to mark them if we choose, and we love to turn the leaves of favorite volumes, that bear record of the past. How many of them contain marked passages, expressing just the thoughts of our own souls, which our words could not utter. How many of them bear traces of dear hands, that death has since clasped in his! Would you take its weight, in gold, for that little worn Bible,—a mother's gift, perhaps,—which bears on its time-stained pages so much of your heart-history? No; it holds two gospels, one of them is God's gospel to your own heart; you can find it in no Bible but your own.

You own, perhaps, "Aurora Leigh." The gold is tarnished, and the leaves turn noiselessly, because they have turned so often. Your eyes always rest on it fondly; you love to hold it in your hand. Why? Because it is one of the greatest poems in the language? No, not for that, nor because it seems like a legacy from that sweet woman, as good as she was great, who will write no more. Any other "Aurora Leigh" would be all that to you; your own is more. You love to turn the silent leaves slowly, and read where the marks tell you of some dear one, "who, being dead, thus speaketh;" or of sometimes in your past experience, when your own words being too meagre for your soul, your pencil made these your own. There is many a living face you would rather miss than that volume.

Many a one has such pet books, and we love to see them, though they have no special significance to us; we love to find that books are to some other hearts what they are to ours.

It is pleasant, in reading any interesting book, to be told, by an occasional pencilling, that others have been over the same ground before us, and have found the same beauties that charm our eyes; it gives the book a savor of humanity, and makes it a social thing. John Smith, his mark, in a book, makes it more truly John Smith's own than did the money he paid for it at the bookseller's, and we can often learn more of a man's character from a book thus marked, than from whole days of conversation with him.

Bacon says, "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts, others to be read, but curiously, and some few to be read wholly, and with diligence and attention." And he advises that we "read not to contradict and refuse, nor to believe and take for granted, nor to find talk and discourses, but to weigh and consider." He might have added, that when we have weighed and considered, and found it good, we should read again, to love and admire, for we never get all the good we can from books till we make them our friends.—E. H., in *Massachusetts Teacher*.

8. TEACHERS' LIBRARIES.

Among other valuable helps to teachers, none is more important or necessary than a teacher's library. We appeal to every teacher to fit themselves for the duties of their profession by carefully reading the best works prepared for the use of teachers, by men of experience in the business. Teachers cannot suppose that all the wisdom needed is already in their possession; that all the valuable notions upon subjects of teaching have been already suggested to them. Many thinking minds have given to the public, within a few years, the record of their own experience, and the results of their maturest deliberations. Have you read many of these works? How many of you have read even one good author upon the theory and practice of teaching? I cannot urge upon you a more important method of helping yourselves than this. Read what others have written, and inwardly digest the same; comparing what others say with your own notions and experience, and holding fast as your own, for future use, whatever commends itself to your own approval. The teacher should have his library as much as the lawyer, physician, or clergyman. If he means to be a professional teacher, —a teacher known for his excellence, his skill, his familiarity with all branches of his business, he *must* read. And to this end he must have books. He may own these books himself, or induce the trustees to purchase some for the section; or he may unite with other teachers and purchase a library in common. But by all means he should have a teacher's library.

9. THE ROYAL LIBRARY AT WINDSOR CASTLE.

"*Alli quidem equos amant, alli aves, alli feras; mihi vero a puerulo mirandum acquiritur et possidendi libros inest desiderium.*"—JULIANUS IMPERATOR.

To those lovers of books who care merely for the easy pleasures of light reading, or who are chiefly interested in curious and out-of-the-way works, as well as to the student of the more serious branches of learning and literature, the "Royal Library" at Windsor Castle offers not a few points of interest. The nature, objects, and

merits of this establishment (though, as a matter of course, of a strictly private character) deserve all the more to be noticed, as it has, up to the present, been but very little known—one might almost feel inclined to say ignored—by most people, excepting those at and about the Court.

The origin of the present "Royal Library" at Windsor can be said to date only from the accession of King William IV.; for it was that monarch who, shortly after he had succeeded to the throne, ordered its formation. Since the "transfer"—as it is commonly called—of the "King's Library," in 1823, by George IV. to the British Museum, the absence of a library had made itself gradually felt at Court. If it were yet required to demonstrate the long and well-established truth, that it is much more difficult to acquire than to dispose of anything, the facts in question would furnish a very appropriate example. They show, at least, in a curiously suggestive manner, what an easy task it is, on the one hand, to dispose, in one moment, of the literary treasures collected during many years with much care, and at great cost, by order of one's ancestors; and, on the other, how much labour and time it requires to replace such intellectual stores for the future benefit of one's children after they have once been parted with. George IV. effected the said "transfer" to the nation of more than sixty-five thousand choice volumes, forming the "King's Library," by merely writing a short note; whereas it has almost taken the time allotted by nature to one entire generation to collect the forty thousand volumes, which now supply at Windsor the place of the older collection as it is new to be seen at the British Museum—where, until recently, it has been generally looked upon as a monument of royal munificence.

Some choice works, however, besides the art collection, which had formed part of the "King's Library," escaped the dangers of this contemplated "expatriation," and the vicissitudes of the above-mentioned "transfer," as they were retained for King George IV. Among those works is the famous Mentz Psalter of 1457, of which there are only two other copies in existence; but of these the one belonging to the Imperial Library at Vienna, though more perfect in some respects, is inferior to others. The Berlin copy is inferior to both the others. This rare and invaluable work had, during many years, formed an integral part of the University Library at Göttingen, and was, in a strange fit of equally excessive and injudicious loyalty, presented to King George III. upon the occasion of his coronation, by a deputation of professors chosen from among the Senate of the above university. It has, since then, become rather a matter of doubt, whether those gentlemen had any right to exercise their individual liberality at the expense of a foundation over which the corporation, by whom they had merely been delegated for congratulatory purposes, had, as such, no direct control. History, at all events, is not able to record the existence of any document sanctioning this gift, nor what advantage, besides the barren satisfaction of a gracious acceptance of this loyal present, accrued to the University of Göttingen, to console it for the otherwise irreparable loss of this much-cherished volume from amongst the rarities and treasures of its ancient and famous library. Besides this Psalter, there are, among the retained works, some of the earliest printed books with a date—such as the vellum Caxton, the rare Aldine Virgil of 1606, the Doctrinal of Sapience, and the much-prized copy of Shakespeare, of 1632, which was given by Charles I. to Sir Thomas Herbert immediately before his execution, and bears that unfortunate monarch's signature upon the title page. And last, but not least, the finest extant manuscript copy of the Shah Jehan Namah, written in beautiful Persian character, with numerous and costly illuminations and pictures, of an equally rare and curious character, and very perfect after their fashion.

The first step towards the formation of a new "Royal Library," to replace what had been the "King's Library," consisted in the appointment of Mr. Glover to the office, purposely created, of "Librarian to the King." This gentleman had, before the "transfer" of the above collection, occupied the post of sub-librarian, and was thereupon made keeper of the royal collections of prints and drawings. The retained works above enumerated were also committed to his care; and, when he assumed his new office, it was determined that the contemplated formation, or rather compilation, of a new collection of books, to be worthy of the name of "Royal Library," should forthwith be commenced. It was in the year 1833 that the Private Library of King George III., as well as what was termed his "Nobleman's Library," at Windsor Castle, and his "Gentlemen's Library" at another palace, the Private Libraries of Queen Charlotte from Kew, and the Prince Regent's Library from Carlton House, were brought together for this purpose at Cumberland Lodge, in Windsor Great Park, in which place the books, maps, and papers of William Duke of Cumberland were already kept.

These *disjecta membra* of miscellaneous literature, piled together into one large heap, formed the incongruous mass out of which, under the auspices of Mr. Glover, was to be resuscitated the body

of the "Royal Library." They consisted chiefly of old, but by no means choice, editions of ancient and modern classics of nearly all countries in Europe; but there were also topographical works mainly relating to Great Britain, county histories, a multitude of ancient historical works, mostly in Latin, and many relating to the middle ages of Italy, France, and Germany, written in the languages of their respective countries. There were also some early printed books—such as several Aldines and Elzevirs—but in a few instances only of some rarity or value. It was decided that all these so repeatedly transported volumes should undergo one more removal before they were to be finally deposited at Windsor Castle itself. The internal arrangement and fitting up of the apartments destined to hold the library was intrusted to Sir Jeffry Wyattville.

The part of the Castle in which they are situated faces towards the north, overlooking a corner of the town of Windsor, and, somewhat further off, Eton. It was built by order of Queen Elizabeth, and formed, for many years, the suite of rooms specially devoted to the royal residence. These apartments are spacious and elegant in their distribution. The largest of them, which is very fine both in its size and proportion, measures nearly eight feet in length, and is very well lighted, both as a room and as a library, by seven large windows, commanding a fine view over the beautiful landscape, from which it acquires additional stateliness to the eye of the beholder. Not far from this noble apartment is the curious and elegant Blenheim Room—so called because it was there that Queen Anne, whilst sitting in her favourite boudoir, received the first news of the famous victory gained by the great Duke of Marlborough. It is a small polygonal chamber, constructed in the form of a lantern in the turret over the Norman gateway, and is, therefore, exquisite both in shape and site. Formerly it was a bay to King Henry VII.'s room, adjoining the end of Queen Elizabeth's Gallery; and in it used to be hung the flags presented each year upon the anniversary of the celebrated battle by the great duke and his direct male descendants, up to the present day, but which are now deposited in another part of the Castle.* Through each of its four narrow, but light and airy, windows, one enjoys a different prospect for many miles around, over the well-timbered country and the green pastures bordering upon the banks of the, here as yet unpolluted and clear, river Thames. All these views offer so many charming pictures of "smiling fields," so truly English in their character, that one would have to seek in vain for their equals in many other countries. There is, at least to our knowledge, hardly any other library which could rival this one at Windsor Castle with regard to its situation, and the charms of its "surroundings." In all these respects it is truly royal, as well as in the character of its furniture, which is sumptuous and comfortable without being gaudy, and in its architectural decorations, which are sufficiently ornamental without being either extravagant or tasteless.

Let the reader only fancy himself seated in one of those substantial and commodious arm-chairs, either in the large room or in the Blenheim Chamber, turning over the leaves of a curious book, or gazing, in a tranquil state of mind, through one of the windows looking down upon the rural scenes below, and he will realize to his mind that which the ancient Romans called the *otium cum dignitate*. That the chiefs of that imperial people were accustomed to associate this sentiment of theirs with similar places, is proved by the silent, yet eloquent testimony afforded by the magnificent ruins of the various imperial libraries in and about the Eternal City. The still imposing remains of the libraries of Tiberius and Diocletian at Rome, and those of Hadrian at Tivoli, are worthy monuments of the high estimation in which literature and learning were held by those great rulers.

But to return from Imperial Rome to Royal Windsor. Sir Jeffry Wyattville terminated, in 1834, the necessary preparation of the suite of apartments which were henceforth to contain the collections of the Royal Library. During the following years, the books, which had been provisionally assembled at Cumberland Lodge, were gradually brought to the Castle, and there deposited in the various presses specially prepared for their reception. The plan according to which these volumes were finally arranged and put to rest after their numerous adventures and vicissitudes, partook, however, in its character and execution, more of the architectural than the bibliographic. This chance assemblage of literature enjoyed its undisturbed repose for the twenty-four years during which the late Mr. Glover held the office of Librarian to the Queen, in that order in which it had been definitely arranged upon its installation at Windsor Castle.

* Before the appropriation of the suite of apartments to the purposes of the Royal Library, the turret which was built by Henry VII. was used as a place of deposit for the Marlborough flags. According to the terms by which the Duke holds the Castle of Blenheim, he is bound to send annually to Windsor Castle, on the anniversary of the battle, a white silk banner with the "Fleur de Lys" embroidered upon it. The last received was laid in the turret, and, when the next arrived, was hung up with those which had been received every year since the estate was vested in the family of the Churchills. The Duke of Wellington holds Strathfield Saye upon similar terms, and annually sends a silken tricolour to the castle.

But thanks to the, in such matters, ever-active and beneficial influence of the late Prince Consort, supported by the zeal and knowledge of Mr. Woodward, the judiciously appointed successor to the former librarian, the whole *régime* of the royal family has, of late, undergone the most essential and salutary changes. It was only natural that he whose mind was so clear, refined, and cultivated, could not bear the idea that there should be under the very roof of his own residence a collection of more than forty thousand volumes next to useless, merely because of the want of order and proper arrangement. On the other hand, it is no wonder that, until he took the matter into his own consideration, the royal library, though containing much riches, was not much more than an almost nominal appendage to the furniture of the royal household, and that the not unimportant office of Librarian to the Queen had, from want of due encouragement, gradually sunk into that of a mere sinecure.

The interest which the late Prince Consort took in this special subject, so congenial to his general character, tastes, and disposition, soon communicated itself to others. Under his influence the Royal Library assumed, as a useful establishment, new life. There is something touchingly illustrative—since he is no more—with reference to the character and worth of the man, in the sort of relation in which the royal patron of learning and the fine arts at large placed himself towards this more private object of his attention. When he was residing at Windsor Castle, most of his leisure hours were spent in the apartments of the Royal Library. There he delighted in looking at the curious works of art and of literature, not merely with the eye of what is commonly understood by the appellation of a "connoisseur," but with the keen and rapid glance of a real critic; for he not only knew what he was looking at, but was also fully able to reason upon and to judge of the many varied subjects which there came under his notice. There, also, he used to discuss the future objects and arrangements of the Library—how matters were to be managed, and in what branches new acquisitions should be made, in order to increase the value of what was already extant. And thither he was in the habit of conducting his children, in order to infuse into their minds part of his own love for what was accomplished, elegant, and refined. He likewise encouraged the various members of the household, as well as the guests staying at the Castle, to avail themselves of these resources for pleasant recreation, and for the acquisition of useful knowledge; and, by his care, they were made easily and agreeably accessible to all who felt inclined to profit by the different advantages they offered. It was in such places and at such times that the Prince ought to have been seen, in order correctly to appreciate the man. Those who have merely known him upon state occasions, or in public, will hardly be able to realize to themselves his picture as he was in private life, when freed from the irksome restraints of representation and officiality. There the reserve of the Prince, whose natural shyness so many people mistook for pride, vanished altogether before the kind cordiality of the man's warm heart. And, when all his finer qualities and feelings came into play, the casual observer could not but be highly gratified at what he was contemplating. Being as superior in mind as he was in position, he knew well how, at the same time, daily to exercise that superiority, and also to make those with whom he might happen to be engaged in more familiar converse for the moment, unconscious of the existing disparity in rank and position. This advantage arose from his possessing that delightful gift to its full extent—a quality as rare as it is charming—of being affable in the true and highest sense of the word. For his affability was never spoiled by any admixture of that sort of condescension which frequently exercises a more irritating than soothing influence upon those whom it is meant to please.

Although the plans of the Prince with respect to the Royal Library, as with respect to the many other matters of more public importance that interested him, have been immaturely arrested, one may venture to hope that they will be carried out to the extent to which he himself intended to see them fulfilled. These plans, to state them briefly, were to form a good gentleman's and diplomatist's library—to be particularly well supplied in the departments of general art and history; after that, to be well provided with topographical, genealogical, and heraldic works of reference and of authority; and, as for the remainder, to contain so much only as would be sufficient for general knowledge, without approaching professional completeness in any of its other branches. All this can, of course, only be accomplished after some time; for the work of arranging the different departments in a useful and systematic manner, of cataloguing all the books, and of supplying the various deficiencies, is a slow and laborious one. Yet, when it is completed it must be matter of satisfaction to know that the home of the best of living sovereigns is not wanting in one of the chief means for insuring the intellectual and moral welfare of her children.—*Macmillan's Magazine*.

10. A BOOK UNDER THE QUEEN'S SANCTION.

An English paper announces the publication, by special permission of the Queen, of a Selection by her Majesty from the well known "Hours of Devotion" by Heinrich Zachokke, translated by Miss Frederica Rowan.

The selections are announced as having proved a source of comfort and edification to her Gracious Majesty in deep and overwhelming sorrow. The book is one which eminently inculcates and insists on practical religion, as opposed to a reliance upon correctness of belief. In the opening dissertation on the question whether slow decline or sudden death is preferable, the author regards those alternatives as of less moment than is usually attached to them. To the man of well-spent life he maintains that sudden death is not the greatest of calamities. "If," he observes, "thou leadest at all times a life of piety, innocence, benevolence, full of active well-doing, and free from hatred or anger, such as Jesus thy Saviour taught thee, then sudden death can only be to thee, a sudden benefit. Why shouldst thou dread to appear before God?" On the other hand, he exposes the self-deception which too often attends the tardy penitence of the deathbed, "born of the terror of the moment." He shows that erroneous views are entertained of its value. "When a criminal in his prison cell, full of the fear of the coming punishment, repents of his misdeeds, would you at once place him in moral worth on a level with the most pious and virtuous of men? . . . Your sense of justice would recoil from this. Then, how can you suppose the All-Just One to be less just than you would be?" Salvation must be worked out in life, and not in death. The purposes of mortal existence are finished, and our destiny is accomplished and fixed, when we are no longer capable of doing good. Hence he argues that sudden death is not to be feared, at least on the ground that it "deprives us of the opportunity and the time necessary to express our repentance, and to utter a few prayers. The Divine Son did not teach—Repent at the hour of death; but he said, 'Whoever takes up my cross during his lifetime, and follows me, he is my disciple!'" The termination, moreover, of a worthless or guilty life is not to be regretted. "Life has no value except as far as we use it for perfecting our souls, for enriching our minds with nobler qualities, and for spreading happiness around us."

11. RULES FOR DISTRIBUTING SCHOOL PRIZES.

The following excellent rules for distributing prizes in schools have been adopted by the Woodstock Board of School Trustees.—1. That no prize shall be given to any child who has not been a pupil for the preceding two terms. 2. That the prizes generally shall be awarded for good conduct and regular attendance. Insubordination to the teacher, continued tardiness of arrival at School, as well as frequent absence, to disqualify any child from receiving a prize. 3. No pupil to receive a *good conduct* prize two terms in succession, but this will not apply to competitive prizes if given. 4. *Special prizes* may be given when the Trustees think that circumstances render it advisable. 5. When a list of the best attending pupils is made out, the Teacher will be required to write opposite each name the word *exemplary*, *fair*, *bad*, as the case may justify; adding if they think necessary, any matter in explanation.

II. Educational Features of the Governor General's

VISIT TO UPPER CANADA.

During the recent visit of His Excellency the Governor General to Upper Canada, he visited most of the principal educational institutions in it, and exhibited a good deal of interest in their operation. The following is an account of these visits, abridged from the daily papers:—

UPPER CANADA COLLEGE.

In Toronto His Excellency commenced his visits at Upper Canada College, it being nearest to his place of residence while in the city. Here he was received by G. R. R. Cockburn, Esq., M.A., Principal of Upper Canada College, and the Masters. By these gentlemen the party were escorted to the lecture room of the College, the north end of which had been fitted up in a becoming manner for the occasion. His Excellency was conducted to a seat. Among those present was the Lord Bishop of Toronto. The lecture room and halls leading thereto, were crowded to excess. When the party were comfortably seated, Principal Cockburn advanced toward Lord Monck and read the following address:—

"MAY IT PLEASE YOUR EXCELLENCY,—We, the Principal and Masters of Upper Canada College, gladly avail ourselves of the occasion of your Excellency's auspicious visit to the capital of Upper Canada, to pay a mark of respect to your Excellency,

personally, as a visitor of the College, and to offer our most cordial welcome to this, the oldest seat of learning in Upper Canada. We beg to renew our assurances of loyalty and warm attachment to Her Most Gracious Majesty Queen Victoria, and to express the deep interest we can never cease to feel in everything that relates to the welfare and honor of England. This College, founded on the model of the great public schools in England, is more particularly devoted to the training of the Youth of Canada for the professions, and there are very few localities in this Province where the pupils of this institution do not now occupy the most prominent positions. The College has been upward of thirty years in existence, and during that comparatively long period it has sent forth several thousand young men prepared to discharge with credit the duties of life, whether in peace or in war. Among the names of its *alumni*, your Excellency will find not a few who have distinguished themselves in the Crimea and in India, and if war should unfortunately come nearer home—an issue which we pray that God may, in his infinite mercy, avert—there are many trained and educated here, who will be ready to join in repelling the aggressor, and keep Canada a bright and willing dependency of the British Crown. As a College we gladly avail ourselves of the opportunity of thanking your Excellency for your kindness in continuing the annual prize, long known as the Governor General's prize, and which as the highest honor we have to confer, is year by year contended for with distinguished ability and earnest zeal. This prize can be won only by superior attainments, and it serves to connect practically the Representative of Her Most Gracious Majesty with this seat of learning, and at the same time to endear the name of each successive Governor to some of the most promising youths of the country. In conclusion, we trust that your Excellency will kindly accept our sincere wishes for the happiness of your Excellency, not only in your personal and domestic relations, but in every relation of life.

(Signed) "G. R. R. COCKBURN, M.A.,
Principal."

His Excellency replied as follows:—

"MR. PRINCIPAL AND GENTLEMEN,—I thank you sincerely for the address that you have presented to me, and I hear with satisfaction from a body so distinguished as you are, those sentiments of loyalty and attachment to our Queen and country, which, expressed to me as they have been by all classes of the people during my progress through Canada, are now so familiar to my ears. The system of education adopted at the public schools in England has had considerable effect in the formation of our national character. The peculiar features of that system, the freedom enjoyed by the students, the total absence of restraint during the hours of recreation, the general tendency to rely rather on the honor of the boys than on a strict supervision of them, and the encouragement given to athletic sports, all contribute to the development of those manly qualities which are the especial characteristics of Englishmen, and well deserve the particular attention of all those who, like yourselves, are engaged in the important and arduous duty of education. I doubt not that the same spirit which prompted their predecessors to enter the military service of the Queen animates the young men now under your care, nor that they will go out into the world imbued with feelings of patriotism and loyalty, and ready to manifest them on all occasions when their country calls for their services. In some of the public schools at home, the elder boys have, with the sanction of the authorities, formed themselves into Volunteer Rifle Companies, and have attained considerable proficiency both in drill and in shooting. The possibility of establishing a similar practice here may be worth your consideration. I am gratified to hear the estimation in which you hold the prize which, following the example of my predecessors, I have had the pleasure to offer for competition to the students, and I trust it may be one means amongst many others of inducing them to maintain the high reputation for good scholarship and classical knowledge which the members of this College have long and justly enjoyed."

His Excellency said that reading an address was too formal for an occasion like the present, and he would therefore say a few words. He said he meant to conclude by requesting the Principle to grant the pupils holidays for the remainder of the week—(cheers)—during which time he hoped they would indulge in the sports and pastimes characteristic of British subjects. Principal Cockburn said that, in accordance with the Governor General's request, there would be no school until next Monday. Three cheers were then given for "His Excellency," three for "Lady Monck," and three for "Lord Mulgrave." The party being then escorted to their carriages by the masters of the College, preceded by York and Queen streets to the

DEAF, DUMB AND BLIND ASYLUM.

At this institution, His Excellency was received by Dr. Morris, Principal, and Mr. J. B. McGann, Head Master, together with several others of the teachers. The party were first shown into the

deaf and dumb department, conducted by Mr. McGann. On the entrance of the party a young girl about 13 years of age named Margaret Smith, on being called forward, inscribed the following on the black-board. We welcome the Governor General to Toronto, and to our school. We are happy to see the ladies and gentlemen come and see the deaf and dumb." A young lad named Norman Lewis, who is about five years of age, was then called forward, and passed some very severe tests both in arithmetic and grammar in the most satisfactory manner. A great deal of credit is justly due to Mr. McGann for the improvement exhibited in his pupils. Lord Monck was very much pleased with his visit to the school, and said it afforded him great pleasure to come and visit the institution, especially so as he could vouch for the advancement of the pupils.

From the deaf and dumb department the party proceeded to that occupied by the blind, where two little girls went through some very astonishing reading exercises. Lady Monck in the most flattering terms complimented the teachers of this, as well as the deaf and dumb department of the institution, for the efficient manner in which they had performed the arduous duties devolving upon them. The party again took their carriages and proceeded down Queen Street to the College Avenue, and up the College Avenue and Queen's Park to the

UNIVERSITY OF TORONTO.

At the entrance of this noble building His Excellency and suite were received by the Vice-Chancellor of the University and the professors of the College, in their academical gowns, and escorted to the Convocation Hall, which was crowded with students and citizens. The party were escorted to the platform at the north end of the hall. Among those on the platform were Hon. James Patton, D.C.L., Vice-Chancellor, Dr. McCaul, President of University College, His Worship the Mayor, Rev. Dr. Ryerson, Dr. King, President of the Columbia College, N. Y., Rev. Dr. Willis, Professors Croft, Wilson, Hincks, Forneri, Buckland, Kingston, the Rev. Mr. Lorimer, Librarian, and Mr. Thomas Moss, the Registrar. On His Excellency being seated, the Vice-Chancellor advanced and read the following address:—

"MAY IT PLEASE YOUR EXCELLENCY,—We, the Chancellor, Vice-Chancellor, Senate, and Graduates of the University of Toronto, and the President, Council, and Members of the University College, cordially welcome your Excellency on your visit to the buildings in our joint occupation, and gladly avail ourselves of the occasion to declare our loyalty to the Queen and to testify our respect for your Excellency. The object of our institutions is to diffuse amongst the youth of Canada, without distinction, the benefits of education of a high order, and we doubt not that this important work, intimately connected as it is with the advancement of the best interests of the country, will receive your Excellency's approval and support. As our establishments are under your Excellency's visitatorial supervision, we are persuaded that you will learn with pleasure that strong practical testimony to the estimation in which they are held as Provincial Institutions, is furnished by the constantly increasing number of students of different religious denominations, and from various parts of the country. We earnestly pray that the Divine blessing may attend your Excellency, Lady Monck and family, and that your administration of the Government of Canada may be alike acceptable to Her Majesty, satisfactory to yourself, and beneficial to the people committed to your charge."

His Excellency replied as follows:

"To the Chancellor, Vice-Chancellor, Senate and Graduates of the University of Toronto, and the President, Council and Members of University College:

GENTLEMEN,—I am much gratified by your loyal address. You judged rightly in supposing that I should be glad to hear that the number of young men of different religious denominations studying here is constantly increasing. The value set upon a good education may be fairly taken as a test of the moral and social condition of a nation. I am happy to think that the benefits resulting from it are duly appreciated in Canada, and the knowledge that they are so gives me solid ground for the expectation that the moral and intellectual condition of the people will keep pace with their advancement in material prosperity." After this the visitors were conducted through the interior of the building to the museum, and from thence to the tower, where they remained about fifteen minutes, enjoying the splendid view obtained from that altitude. When they descended from the tower they visited the library, and after a thorough inspection of the building they again took to their carriages, amid the cheers of the students and a large number of bystanders. They proceeded down the Queen's Park and College Avenue to Yonge street, and from thence to the

NORMAL SCHOOL AND EDUCATIONAL DEPARTMENT,

where His Excellency was received with a general salute by the Civil Service corps, under the command of Captain the Hon. R.

Spence and by the Model Grammar School Cadets, under command of Capt. Robertson. The latter company acted as the interior guard. On His Excellency and suite entering the theatre, the pupils sang "God Save the Queen." The theatre and the halls leading therto were crowded to excess with visitors. As soon as His Excellency was seated on the stage, in the south end of the theatre the Hon. S. B. Harrison, Chairman of the Council of Public Instruction, read the following address:—

"MAY IT PLEASE YOUR EXCELLENCY,—

"We, the Council of Public Instruction for Upper Canada, beg, in behalf of the teachers and youth committed to our oversight, and in unison with our fellow-subjects of all classes, to welcome Your Excellency to the western metropolis of Canada. As the Representative of our beloved Sovereign, and the avowed promoter of general education and knowledge, we hail your Excellency's visit to this, the seat of our operations, as a fresh encouragement to us in the arduous work in which we have long been engaged, for the establishment of a system for the training of teachers, for the regulation of schools, for furnishing them with text-books, maps and apparatus, and for providing the municipalities of Upper Canada with libraries. In the progress of this system, the schools have increased to four thousand, and the pupils to upward of three hundred thousand. In the songs and text-books, loyalty to the Queen and love to the mother country are blended with the spirit of Canadian patriotism; and Christian principles are combined with sound knowledge in the school teaching and public libraries. Our earnest prayer is that the Divine blessing may abundantly rest upon Your Excellency and Lady Monck and family, and that your administration of the Government of Canada may tend pre-eminently to consolidate its institutions, and advance the happiness and prosperity of the Canadian people."

His Excellency replied as follows:

"To the Council of Public Instruction for Upper Canada:—

GENTLEMEN,—I have been very much gratified at hearing the satisfactory account that you are able to give of the progress of education in this part of the country, proved, as it is, by the increasing number of schools and pupils. In all parts of Canada the state of education is satisfactory as compared with that in Great Britain and Ireland, and amongst the many advantages which immigrants into this country enjoy, not the least is the certainty that their children may, if they wish it, be well and carefully brought up at a trifling expense. The efficacy of the instruction imparted to young people, depends in a great measure on the capacity and training of their teachers, so that it is impossible to over-estimate the importance of the labour in which you are engaged. The name of your superintendent, which is well known to me, is a guarantee that neither exertion nor ability will be wanting on your part to fulfil your mission."

After which the pupils sang "Hurrah, hurrah, for Canada." His Excellency and suite then visited the various objects of interest to be found in the establishment—the picture gallery, statuary rooms, &c. Previous to leaving, His Excellency had the Model Grammar School cadets brought before him, and expressed to the Chief Superintendent and to them his very great pleasure at their appearance. He further stated that he was agreeably surprised to find that such a corps was organized from among the pupils of the Model Grammar School. He had already, in another place, recommended the establishment of cadet corps in connection with the public schools as in England, and was therefore the more pleased to find that here in this institution his recommendation had already been anticipated. The party then proceeded to the Horticultural Gardens, where they were again received with a general salute by the Civil Service corps.

OSGOODE HALL.

On the morning of the third day of his stay, His Excellency the Governor General, accompanied by Lord Mulgrave and the gentlemen of his suite, visited Osgoode Hall, where they were received by the benchers and members of the Law Society, and a large number of citizens, in the most enthusiastic manner. Lady Monck and the other ladies of the party arrived soon after in carriages. Cheers for the Queen, His Excellency and Lady Monck, were given in a very hearty manner. After His Excellency and suite had visited the various apartments in the Hall, they were escorted to the Convocation Hall, where the Benchers of the Law Society were sitting—awaiting the appearance of His Excellency, upon whom they proposed conferring the honorary degree of barrister-at-law. From the Convocation Hall he was escorted into an adjoining room and robed in "hat and gown," after which he again entered the Convocation Hall, and, after answering a few questions which were propounded by the treasurer of the Law Society, Hon. J. H. Cameron, he was duly installed an honorary barrister-at-law. The party then proceeded up Queen street to

UNIVERSITY OF TRINITY COLLEGE,

Where a right loyal welcome awaited him. It being the period of vacation the greater number of the students were out of town, but every graduate and undergraduate within hail gladly obeyed the summons to rally round the Venerable Bishop of Toronto, the beloved and revered founder of the College on the occasion of the vice-regal visit. A general feeling of regret prevailed that indisposition prevented the respected Chancellor of the University, Sir John Beverley Robinson, Baronet, from being present, but among the members of the Corporation we noticed many supporters in this valuable institution. There was also a large assemblage of ladies. The Trinity College Rifles commanded by their undefatigable commander, Major Denison, formed a guard of honour. His Excellency was received by the Rev. Provost Whitaker and the other members of the Corporation, and having been conducted to the hall cordially greeted the Venerable Bishop, who proceeded, (His Excellency having taken the chair of honor placed for him,) to read the following address:—

"**MAY IT PLEASE YOUR EXCELLENCY.**—We the Chancellors, masters and scholars of the University of Trinity College, Toronto, beg to offer to Your Excellency our most respectful congratulations on the occasion of your first visit to the former metropolis of Upper Canada. It is our desire to be true to the traditions of the religious communion to which it is our happiness to belong, by exhibiting a steady attachment to the civil government under which we live, and more especially by promoting to the utmost of our power, the permanent connexion of this Province with the mother country. With every sentiment of loyal regard for the representative of our Most Gracious Sovereign, and of personal respect for your Excellency, we pray that your administration of this Province may be conducive alike to the public benefit and to your individual happiness."

His Excellency replied as follows:—

"*To the Chancellor, Masters and Scholars of the University of Trinity College:*—GENTLEMEN,—I feel an especial pleasure in receiving an address welcoming me to Toronto from the University of Trinity College. That University founded and fostered by an eminent prelate whose name is known and honored in the Anglican connexion throughout the world, has powerfully contributed, by the bearing and piety of her sons, to maintain this branch of the Catholic church, of which it is my privilege and happiness to be a member, in its present flourishing and vigorous condition. I confidently trust, gentlemen, that your labors will not cease to be as fruitful as they have hitherto been, and that the University of Trinity College will continue to send forth into the world, year after year, a body of Christian Priests loyal to their country and their Queen, and faithful to their church and to their God."

The Provost then presented the following address from the corporation:—"MAY IT PLEASE YOUR EXCELLENCY,—The corporation of Trinity College, represented by its members here present, gladly welcome your Excellency within the walls of this College, which Her Most Gracious Majesty has, by her Royal Letters Patent, invested with the powers and privileges of an University. The College was founded for the purpose of securing to that large portion of the youth of this Province who are members of the United Church of England and Ireland, the benefit of an education based upon the religious principles of that church, and hallowed by the observance of her religious rites. In thus seeking to discharge a duty, which we recognize as most binding, toward members of our own communion, we trust that we are not impairing but rather enhancing the benefit of our labors in respect of the community at large. We have encountered, and are still suffering under difficulties, inseparable in a new country from any effort like that which we have made in establishing this College, but we trust that, by the good providence of Almighty God, our endeavours to provide a permanent and efficient system of academical instruction for the children of the Church of England may be crowned with ultimate success. We beg to convey to your Excellency the expression of our earnest desire for the prosperity of your public administration and for your personal and domestic happiness."

Which received the following reply:—

"*To the Corporation of Trinity College:*—GENTLEMEN,—I thank you heartily for your address. Belonging to the Church of England myself I naturally see with peculiar satisfaction the efforts you are successfully making to give to all her children the benefits of a sound religious education, and I gladly recognise in your allusion to the value of your labors to the whole people, that spirit of liberality and toleration toward other Christian bodies, which I rejoice to say, appears to me to be a very remarkable characteristic of the members of all religious communities in this country."

The provost then proceeded to present the Professors of the College, namely: the Vice Provost Professor Irving, Professor Bovell, Professor Hind, Professor Bromhall, &c., &c., as well as the members of the Corporation. Lady Monk and the Honorable

Misses Monk were also present and appeared much interested. The presentations being concluded, the Provost conducted the distinguished visitors through the building—showing them the Chapel, Library, Museum, &c. His Excellency and party re-appearing on the terrace in front of the College, the College Rifles presented arms and His Excellency left amid the loud and prolonged cheers of all present.

TORONTO MECHANICS' INSTITUTE.

On Wednesday of the Provincial exhibition week, Lord Monk made a very interesting visit to the Mechanics' Institute of this city. His excellency arrived at the Institute a little after six o'clock in the evening, and was met at the door by Mr. W. Edwards 1st Vice-President, and Mr. Walter S. Lee, 2nd Vice-President. He was by them conducted to the Music Hall, where he was enthusiastically received by a large company of ladies and gentlemen who had assembled for the occasion. Upon the platform besides His Excellency and suite, and His Worship the Mayor, were the Directors of the Institute. Mr. Edwards read the following address:—

"**MAY IT PLEASE YOUR EXCELLENCY.**—We the Board of Directors of the Toronto Mechanics' Institute, on behalf of the members, anxious to do homage upon all proper occasions to our beloved Sovereign the Queen, desire to embrace this the first opportunity of doing so through Your Excellency as Her Representative in this important part of the Empire. We hail with pleasure Your Excellency's visit to this our city, offering as it does to all classes of Her Majesty's subjects an opportunity of expressing their loyalty and fidelity to their gracious Queen, more particularly as Your Excellency has been so recently appointed to represent Her crown and person in this Province. The Toronto Mechanics' Institute cannot fail to perceive in Your Excellency the patron of Literature, the Arts and Sciences, and are confident that Your Excellency feels so great an interest in all that tends to elevate the mechanic and working man as to look upon this and all similar Institutions with encouragement. We are satisfied that Your Excellency will be pleased to learn that from an humble beginning made by a few progressive citizens in the year 1830, the Institute has gone on increasing and prospering until it has become possessed of this building, [in which we have now the honour of receiving you] together with a library numbering over 5,000 volumes, a Reading Room which is the resort of our citizens generally, and other advantages open to the enjoyment of about one thousand members. While supplying reading matter to a large number of our citizens at a nominal charge, the Institute also affords means of instruction in the various branches of knowledge, which, while informing the mind and expanding the intellect, tends to the development of that mental and moral vigor so conducive to the greatness and happiness of a nation. In conclusion, we ardently express our hope that Your Excellency's administration may be as prosperous and happy as its advent has been acceptable, and that both yourself and Lady Monk may recur to it in after life with that satisfaction which can only be derived from the remembrance of a well fulfilled mission."

His Excellency replied as follows:—

"*To the Board of Directors of the Toronto Mechanics' Institute:*—GENTLEMEN,—The expressions which I have just heard of loyalty to the Queen, and of courteous welcome to myself personally, demand my warm acknowledgments. I am, indeed, most anxious to do every thing which lies in my power to promote those praiseworthy objects that you have in view. The labouring classes in this country have every inducement to profit by the facilities of improvement that you offer them. They have but to look around and they can see many persons who began life with nothing to trust to but their own abilities, now holding distinguished positions in society, honoured and respected by all. Self culture is almost indispensable to the attainment of such a position, and therefore those who offer the means of it to persons desiring to profit by them are engaged in a most useful work. I shall always have great pleasure in hearing that the Mechanics' Institute of Toronto is in a flourishing and satisfactory condition."

The several Directors of the Institute were then introduced to His Excellency by Mr. Edwards who shook each heartily by the hand. Three cheers were then proposed by Mr. Edwards for the Queen, three for Lord Monk, and three for Lady Monk and family all of which were heartily given. His Excellency was then conducted through the Reading Room, the Library, and the Lecture Room with which he expressed himself much pleased. He then left amid renewed cheering.

HAMILTON MECHANICS' INSTITUTE.

On the day of His Excellency's visit to the city of Hamilton, on the 18th ultimo, the following address from the Mechanics' Institute of that city was presented to him, in the large Hall of the Institute:—

"**MAY IT PLEASE YOUR EXCELLENCY.**—We, the President and Directors of the Hamilton and Gore Mechanics' Institute, as well for ourselves as in the name of our constituents, beg to welcome

your Excellency on this the occasion of your first visit to this city, for apart from the eminent qualities which you possess and which have rendered you worthy of the excellent position which you occupy, we recognize in you the representative of our beloved Queen, who is illustrious among the sovereigns of the civilized nations as a promoter of the arts and sciences, and an encourager of all that tends intellectually or morally to the good of her subjects. While thus tendering a respectful and a sincere welcome to your Excellency we feel that we have great reason to congratulate ourselves, for we, whose duties are to encourage intellectual pursuits, to diffuse useful knowledge, and so to endeavour to refine the tastes of our fellow men, are confident that your Excellency will acknowledge the propriety of countenancing our efforts, and of giving to us and to similar institutions in the Province all the encouragement in your power. Permit us to express the hope that your administration of the Government of the Province may be prosperous, and that you may experience much happiness in Canada, so that should your Excellency at some future time revert to your residence amongst us, your recollection of Canadians may not be tinged with regret."

[REPLY.]

"To the President and Directors of the Hamilton and Gore Mechanics' Institute :—GENTLEMEN,—It affords me much pleasure to receive an address from a body associated together for such a praiseworthy object as is yours, and I thank you heartily for the kind greeting you offer me on my arrival in this city. An institution whose aim is to refine and elevate the tastes of the people, and which endeavours to show them that the human mind has wants and aspirations which require something more to satisfy them than mere material prosperity, while it also supplies the needs it indicates, is deserving everywhere of the countenance of thoughtful men. And more especially is such a society useful and deserving of all encouragement in a country of comparatively recent settlement, where men are necessarily more universally engrossed with pecuniary cares and the needful provision for their families, than in a state of society where a larger leisured class exists, which has more time, means and opportunity to devote to intellectual cultivation, and to the promotion of science and art, than as yet is possible amongst any considerable portion of the population here. Your exertions gentlemen, will tend to keep moral and intellectual progress on a par with that material progress of which I see so many evidences, and so I bid you God speed, and wish you every success in your labours."

UNIVERSITY OF VICTORIA COLLEGE, COBOURG.

During His Excellency's stay in Cobourg, where he was most cordially received, the Rev. S. S. Nelles, D.D., President of the University of Victoria College, presented to him the following address :—

"MAY IT PLEASE YOUR EXCELLENCY,—We, the President, Senate, and Graduates of the University of Victoria College, in welcoming your Excellency to this seat of learning, beg to renew our expressions of devoted loyalty to our Most Gracious Sovereign Queen Victoria, and to testify our growing attachment to the Government under which we live. The Institution which we represent though founded and directed by the Wesleyan Methodist Church, is nevertheless open to youth of all religious denominations, and seeks to furnish an education in which sound learning shall be combined with Christian principles. The increasing attendance of students during the past few years, evince the adaptation of our system to the wants and convictions of the country, and encourages us to persevere in our arduous but noble work. We earnestly pray that the Divine blessing may rest upon your Excellency, and Lady Monok, and family, and that your Administration of the Government of Canada may be attended with satisfaction to your Excellency and lasting benefits to the Province."

Lord Monok replied verbally to the addresses, thanking Dr. Nelles for its presentation, and afterwards forwarded from Belleville a more formal reply, as follows :—

"GENTLEMEN,—I have received with much gratification the Address you have just presented to me. I rejoice to hear from you that the Institution over which you preside is working well for the benefit of the people amongst whom you reside, and I am particularly pleased to find that the liberal principles upon which your College is conducted open its advantages to all classes of the community."

UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON.

At Kingston, the Hon. John Hamilton on behalf of the Trustees of the University of Queen's College presented the appended address. The President of the Trustees was supported by the Trustees, members of the faculties, and a few students of the College in academic costume.

"MAY IT PLEASE YOUR EXCELLENCY,—We, the Board of Trustees and Senate, with the graduates and students of the University of Queen's College, gladly embrace the opportunity of this your first

visit to Kingston to offer to your Excellency our most respectful and hearty welcome, and anew to tender the expression of our devoted attachment and loyalty to Her Most Gracious Majesty's person, and government, through you as her Representative in this part of the empire. Of the higher educational institutions now in operation in Canada West, the University which we have the honor to represent is the oldest, being the first incorporated by Provincial Charter, and the first which obtained a Charter from the Crown. The seat of the University was fixed at Kingston as the most central locality in the United Provinces, and as being then in all likelihood destined to continue the Metropolis of Canada, having been chosen as the Seat of Government once by the Privy Council at home, and next by one of the most able of your Excellency's predecessors. Under the charter of Her Most Gracious Majesty, whose name our College bears, its operations have been conducted for the last twenty years, and although in a great measure unaided and deprived of its just share in the public University endowment, we can point and with well founded satisfaction for the success of its efforts, to the yearly increasing number of its students, and to the high position, which, without disparagement to others, it is admitted to hold among the Universities of Canada. Although connected with the Presbyterians of the Church of Scotland, no religious tests are required from its undergraduates and graduates, and its professors and students belong to all the leading denominations in the Province. It is our sincere and earnest prayer that God may bless your Excellency and family in all the relations of life, and make your administration of your exalted office a source of satisfaction to yourself and of lasting benefit to Canada and to the Empire. Signed on behalf of the University,

JOHN HAMILTON, Chairman of the Board of Trustees.

Signed on behalf of the Senate by JAMES WILLIAMSON.

His Excellency read over very distinctly the following reply :—

"To the Board of Trustees and Senate, with the Graduates and Students of the University of Queen's College :—GENTLEMEN,—I receive with much satisfaction your address of welcome on my arrival at Kingston, and the expression of your feelings of attachment to our Sovereign. I am gratified to learn from you that the oldest of the higher educational institutions of Canada still retains in its operations all the vigor and elasticity of youth, and that the liberal spirit in which it is conducted has rendered the advantages it affords available to all classes of the people. I thank you most cordially for your kind wishes for my family, and I wish you increased success in the prosecution of your beneficent labors."

THE BOTANICAL SOCIETY OF CANADA.

An address was also presented on the part of the Botanical Society of Canada. Prof. Lawson, Ph. D., LL.D., Secretary of the Society, was supported by those of the Professors of Queen's College, who are members of the Society, whilst he read the following address :—

"MAY IT PLEASE YOUR EXCELLENCY :—We, the members of the Botanical Society of Canada, desire with feelings of loyalty and respect to approach your Excellency as the representative of our Sovereign, and as the patron of our Society. We are laboring to develop a knowledge of the vegetable productions of this fertile land, and our efforts are not in vain. While our scientific investigations have been carried out with vigor and success, we have also introduced useful plants to the province, and have spread much valuable information. We have likewise succeeded in no slight degree in promoting among the youth of Canada a taste for the science of Botany, which is calculated to afford gratifying results, and especially to promote the industrial welfare of the country, so largely dependent upon the productions of the field and forest. It is true that the existence of our Society has not been recognized by the legislature. The Botanical Society of Canada is of spontaneous growth; it has grown up without state care or culture, spreading its branches over the length and breadth of the land, and fostering by its genial shade the growth of knowledge. Yet your Excellency will perceive that its fruits are not inferior in extent or quality to those of richly endowed Societies that have been more tenderly reared. In our fatherland Botany has its discriminating patrons in the royal family of England, with whom the science is known to be a favorite study. In Canada we recognize in your Excellency a patron whose personal interest in the advancement of useful knowledge is calculated to prove a blessing to the people and a comfort to the followers of science."

REPLY.

"To the members of the Botanical Society of Canada :—GENTLEMEN,—It affords me much pleasure to receive an Address from your Society, feeling as I do that your labors tend to accomplish two most desirable ends—the advancement of useful knowledge, and the refinement and education of the taste of the people. I rejoice to hear of your prosperity, and I trust that the Botanical

Society of Canada may thrive and flourish with the same vigor and luxuriance that characterize, in so remarkable a manner, all the vegetable productions of this fertile country.

INAUGURATION OF WILLIAM MOLSON HALL, M'GILL COLLEGE.

On his return from Upper Canada, His Excellency the Governor General and suite visited the McGill University Buildings for the purpose of formally inaugurating The William Molson Hall. This, and the corridors which connect the wings with the central building, have been erected by Mr. William Molson, at his own expense. The wing contains the Convocation Room and Library of the University, the Committee Room of the Governors, &c. The Convocation Hall, up stairs, is a very fine room, and is handsomely furnished and fitted up, a large oil painting of the generous donor being placed over the platform. His Excellency was conducted to the Hall by W. C. Baynes, B.A., the College Secretary, all the students and visitors present rising as he entered. He was followed by General Sir W. F. Williams, Hon. P. J. O. Chauveau, Hon. Mr. Day, President of the Corporation, Principal Dawson, and members of Convocation, of the University. General Williams occupied the chair on the right of His Excellency, and the Hon. Mr. Chauveau that on the left. Principal Dawson, the Governors and members of Convocation, all in their collegiate costume, occupied seats on either side of the central platform. The students were seated in the middle of the Hall, and the visitors, of whom there were a very large number, on either side. The meeting was opened with prayer by the Rev. Canon Leach, and the Hon. Mr. Day then called upon Mr. Baynes to read a letter which had been received from Mr. Molson, and in which the writer expressed his thankfulness at being spared to see the building completed, and the satisfaction it gave him to hand them over to the Governors. He expressed his sincere desire that with the extended accommodation, there might be on the part of the University increased usefulness. The reading of the letter was followed by applause, and the Hon. Mr. Day then rose and addressed the meeting in an able and eloquent manner. He was followed by Dr. Hington on behalf of the graduates, and Principal Dawson on behalf of the Professors. The Hon. Mr. Chauveau addressed the meeting in French, and then His Excellency rose amidst applause to close the meeting, characterizing the inauguration as one of the most pleasant duties which had devolved upon him in the course of his tour. His Excellency was heartily cheered throughout his brief address, at the conclusion of which the Benediction was pronounced by the Rev. Professor Cornish, and the meeting broke up. His Excellency then proceeded to inspect the University Buildings, which the visitors were also invited to do by Mr. Baynes; and he was afterwards conducted to the grounds, when two trees, twins, being connected at the roots, were planted on the right of the entrance, in honor of His Excellency, the visitor of the University, and Earl Mulgrave.—*Gazette*.

III. Papers on Practical Education.

1. BENEFITS OF RELAXATION IN THE EDUCATION OF CHILDREN.

Sir Benjamin Brodie thus expresses his opinion on this subject: "It is only to a limited extent that the education of children can be advantageously combined with bodily labor. Even in the case of grown-up persons, some intervals of leisure are necessary to keep the mind in a healthful and vigorous state. It is when thus relieved from the state of tension belonging to actual study that boys and girls, as well as men and women, acquire the habit of thought and reflection, and of forming their own conclusions, independently of what they are taught and the authority of others. In younger persons, it is not the mind only that suffers from too large a demand being made on it for the purposes of study. Relaxation and cheerful occupation are essential to the proper development of the corporeal structure and faculties; and the want of them operates like an unwholesome atmosphere, defective nourishment, in producing the lasting evils of defective health and a stunted growth, with all the secondary evils to which they lead.

2. SINGING BY YOUNG WOMEN.

It was the opinion of Dr. Rush, that singing by young ladies, whom the customs of society debar from many other kinds of salubrious exercise, ought to be cultivated not only as an accomplishment, but as the means of preserving health. He particularly insists that vocal music should never be neglected in the education of a young lady, and states that besides its salutary operation in soothing the cares of domestic life, it has still more direct and important ef-

fect. In his remarks on this subject, the doctor introduces a fact which was suggested to him by his professional experience, which is, that the exercise of the chest by singing contributes very much to defend them from the disease to which the climate and other causes expose them. The Germans, he continues, are seldom afflicted with consumption, nor has he ever known more than one instance of spitting of blood among them. This, he believes, is in part occasioned by the strength which their lungs acquire by exercising them frequently in vocal music, which constitutes an essential branch of their education.

3. SPELLING MATCHES IN SCHOOLS.

With the commencement of winter schools there is a revival of "spelling matches." A gentleman in Spencertown, N. Y., writes: "We held our spelling match on Monday, December 9th, as I designed. Twenty-eight spellers contended for the prize, which was Webster's Dictionary, pictorial edition, unabridged. All but two of the speakers were silenced in an hour and a half. These were two girls, one eleven and the other fourteen years of age. They continued the contest for nearly an hour longer, on words the most difficult to be spelled, till the audience became so wrought upon that they proposed to buy a second dictionary, and thus end the contest. The money for the purpose was raised on the spot."

4. COST OF EDUCATION IN AMERICAN CITIES.

Below is a table of the cost per pupil, in twenty cities and towns in various parts of the United States. It is compiled from the official reports of the school officers in those places.

Boston	\$15.75	Indianapolis	\$9.91
Roxbury	15.05	Cincinnati	14.16
Danvers	11.83	Cleveland	10.45
Springfield	9.23	Zanesville	13.64
New York	12.52	Zenia	11.61
Bangor	9.76	New Haven	14.69
Philadelphia	15.83	Hartford	14.05
Baltimore	21.59	New Britain	8.10
St. Louis	12.75	Waterbury	5.81
Chicago	14.00		

Average rate in twenty cities and towns, \$13.01.—*Connecticut Common School Journal*.

IV. Papers on Classical Subjects.

1. THE THEATRE OF EPHEBUS.

The theatre of Ephesus has recently been examined and measured. It must have been the largest ever erected. Its diameter was six hundred and sixty feet; forty feet more than the major axis of the Coliseum. Allowing fifteen inches for each person, it would accommodate fifty-six thousand seven hundred spectators. Drury Lane will only contain three thousand two hundred, and old Covent Garden held two thousand eight hundred. This edifice is the scene of one of Apollonius' miracles; it is memorable for the uproar described in Acts xix, when the Ephesians accused Paul and the Christians in this very building. To this edifice the writer to the Corinthians alluded, probably, when he said: "If, after the manner of men, I have fought with beasts at Ephesus, what advantage it me?"

2. ROMAN TOMB IN ALGIERS.

The journals of Algiers publish particulars respecting the Roman tomb recently discovered in digging the foundation for the new college in that city. From the rough appearance of the masonry, it was at first supposed only a large stone; but one of the workmen, by a stroke of his pick-axe, having found it to be hollow, it was opened and its contents laid bare. The skeleton was that of a well-built man of middle stature, apparently from thirty-five to forty years of age. The articles found in the interval between the slabs on which the body was laid, were: 1. Two glass dishes, about ten inches across, and two inches deep, quite entire, and presenting the iridescent tint so well known to antiquarians. 2. Nine plates of red earthenware, ranging in diameter from eight to ten inches, and ornamented on the edges with figures in relief, some resembling tears, others the *pedum*, or sheep-hook of antiquity. 3. Four small lamps, two of which presented busts with a wide open mouth, like that of the *persona*, or ancostic mask worn by the Roman actors; these bore the stamp of the maker, scarcely legible, but apparently L. Anihilius; another of them was ornamented with *cornucopiae*. 4. Four iron nails, with square shanks, about four

inches long, and flat irregular heads. There seems good reason to believe that this tomb marks the site of the cemetery of the ancient city of Icosium.

3. WEALTH OF GREAT MEN OF ANTIQUITY.

Cæsar had an estate equal to £1,700,000, besides a scarcely less amount in money, slaves and furniture. The philosopher Seneca had a property valued at £3,000,000, and Lentulus, the friend of Cicero, was said to be worth £3,500,000. The Emperor Tiberius left at his death above £23,500,000, which Caligula, his successor, succeeded in squandering in less than a year. Cæsar, before he had been promoted to any high office, owned nearly £3,000,000. Apicius spent in dissipation £500,000, and finding, on looking into his affairs, that he had only £800,000, he poisoned himself, not regarding the sum as sufficient for his maintenance. Cleopatra gave to Antony a diamond worth £800,000. Caligula spent on one dinner £80,000. The ordinary expense for a dinner of Lucullus was £200,000. Messala bought a house of Antony for £400,000. The fishes in the fish-pond of Lucullus were sold at £35,000.

V. Paper on Natural History.

SOME THOUGHTS ABOUT KINDNESS TO ANIMALS.

My first born, and only son, was sitting on his father's knee the other day, endeavouring to express his two-year old ideas in the original language of mankind—which linguists I have understood imagine to be Hebrew; but which, from the specimens I have heard, seems rather to resemble the Choctaw—this uninterrupted speech of the youngster, intermingled with an English monosyllable now and then like the plums in plum-pudding, if you know what that is. As we thus sat, sire and son, behold a third party enters, being no less a personage than Jack, a very favoured member of our household at present—an individual of the canine family, of the highly respectable tribe or clan of Terrier, originally Scotch, but of late considerably Americanized. Enters Jack, I say, and presents arms in the most approved military style (which is all the rage now-a-days, for man or beast, but is natural to him), by placing the fore-paws on the knee the boy is not on, and looking up with untold affection out of his deep, luminous eyes, as much as to say, "Yours respectfully, sir." I must confess that the dog speaks nearly as plain as the boy, though there is not much difference in the eyes, and the quadruped makes considerably less jabbering than the other. But Jack takes it out in steadfast looking, and most wisely turning his head from side to side, with a short, quick motion, when I speak to him, as if he said, "I know what you say, but you know very well that I can't speak a word in reply." And just to try the poor fellow I talk to him very earnestly, and half reproachfully, saying, "Now Jack, you can talk; why don't you talk; just speak out and say something; try, for once." And even the boy takes it up, and patting Jack with his little hand, says with authority, "Jat, ta'ut!" meaning thereby, "Jack, talk;" but like older persons often, not saying precisely what he means. But Jack, poor dumb dog! does try his best, yet can't speak a word; and it is a pitiful sight, enough to start the tears, to hear his deprecating, half-whine, half-bark, and to see him increase the rolling of the head, with its cropped ears, and his paws beating time, as he lifts now one, now the other, quickly alternating; and above all, to look upon those eyes, now all a-glow, rolling in a liquid brilliancy—not to look upon them so much as down into them—into their fiery depths—as into glowing jewels, melting rubies, and seeing that in them which in human eyes we say betokens genius, the light of a noble soul. Now, if you, my friend, have never tried this experiment with a smart, lively, affectionate dog, I cannot permit you to criticise this article until you have gone and made the trial as aforesaid. Then you will not smile when I tell you, that Jack, looking up, and speaking so eloquently in his dumb way, with his paws upon my knee, actually thrilled me with the sudden thoughts presented thus by his acts—why has not Jack something more than mere mortality? why cannot he have leave to open his mouth, and speak with loosened tongue, since now he speaks by signs you cannot mistake? why must he lie down and die, and those eyes, brighter than any human eyes, go out in utter darkness forever? why do you call that instinct in him, which in the human you call soul or spirit, because, forsooth, the one has permission to speak, and speech in the other is a life-long prisoner? Has he no moral sense back of those eyes?

But I do not want to be too inquisitive, and must repress the yearning to look beyond the veil which is let down to hide these things from prying eyes. I have always observed that one could ask considerably more questions than he could answer, in the long run. And what matters it to me that Jack is dumb, and must ever be dumb, if no human power can help it. Perhaps he is happier and better off every way, because he cannot speak his mind when he

wants to. It might be better for some human Jacks if they shared his infirmity, for many a fool has never been recognized as such until he opened his mouth and spoke; and unfortunately, the beast sometimes speaks more wisely than the Balaam. However, when I look on my terrier, and watch him thus, his inability to speak in his own defence, his infirmity, in short, pleads with me, and tells me to be gentle with him—to kindly entreat him—to speak to him as to a friend—and above all, not to forget to feed him. And I am reminded that caresses will not be lost on him, as upon some two-legged dogs I know of, that can speak, and that bitterly; that soft words will not be wasted upon him, as upon them; and that he will lick the feet, and not tear the hand of his friend and benefactor. In this respect it would be an elevation in the grade of moral character, if some men were terriers; and it is a good thing for the dog that he does not know his superiority, unless, perchance, he has learned it by sad experience, from the toe of a great rough boot, or the lash of a corded whip; but if he knows it so much the worse for the man. I would blush in shame to lose a dog's respect, much more to have a dog fear and hate me, because I was more of a brute than he, and had a heart less tender and humane than his own; more than all, I would be ashamed to demoralize the dog, by showing him that passion which will have the same effect on him as upon the child—to awaken the same unruly passion in him who suffers by its exhibition. A beaten dog is necessarily a cross surly dog, just as an abused child is a bad tempered child, unless his spirit be entirely broken, and then he is cowed. Kindness to animals is kindness to yourself. You great boy there beating your dog—stop that contemptible work! Go and hit somebody as big as yourself, who will have a fair chance with you, to thrash you well and cool your passions down; but do not be playing the coward by beating or kicking a poor helpless dog, that knows you would kill it, if it dared to bite you in return as you deserve. I wish sometimes that dogs could speak, so that they could testify in courts of justice, and fill up our houses of refuge with young and bad tempered tyrants. There now, Jack, I feel better. I have said a word for you, and I see it in your eyes that you are very grateful. Precious few kicks you got, though the boy makes up for it by an unwarranted use of your brief ears and tempting tail, which, if it was not made for a handle, the boy wants to know what it was made for.

I wish my friend, that we Christians thought more of our animals than we do; it is not too humble a subject for our piety to get down to. If we believe that there is no state of future recompense for suffering beasts, we ought to treat them as well as may be in this present state. There is the horse, for instance; noble beast, and much abused. I feel a whole indignant essay within me on his behalf but it must be repressed. The kind gentleman, the Country Parson, has spoken many a good word for him, for which I feel personally indebted, though not a horse myself; but above all, honour to Rarey, who is a real Howard, and who ought to be a Christian. Here is his great principle, though not in his precise words. Set it in capitals, Mr. Printer. HE THAT WOULD BREAK A HORSE MUST FIRST BREAK HIMSELF. My friends, break yourselves; learn to govern your own spirits and tempers with absolute mastery, and then only are you fit to govern beast or man. I name beast first, for it is easier to play the tyrant on the beast than on the man, who may return your angry stroke.

And as to dogs, in conclusion, he who has not seen *Spare Hours*, by Dr. John Brown, has a good, cheerful, entertaining volume yet to read. Thank you, Dr. Brown, in the name of our Jack, who, with his wagging tail and watching eye, seems to suspect that we are taking his part against somebody, and adopts this quiet method of giving us a vote of thanks, which we pass over heartily to the aforesaid physician of Edinburgh. I was going to tell you about our chickens—the lads they sing—and the thanks they cluck and cackle, when I let them out of the coop for the dress parade, after I come down from the study in the evening; and how they reciprocate kindness, and know who to be afraid of; yea, even the little chaps whose feathers are down as yet, and who soon learn to recognize a friendly hand, although they are very ticklish about being touched—what we call touchy. But I can write no more now.—*Chr. Presbyterian.*

VI. Biographical Sketches.

No. 36.—THE VERY REV. G. O. STUART, LL.D.

It becomes our duty to record the death of the Very Rev. George Okill Stuart, LL.D., Dean of Ontario, for many years Archdeacon of Kingston, and long a clergyman connected with this city. The Dean had been suffering for the past month or more from the disease that has carried him off, (which was a variety of paralysis), but from the advanced years of the deceased he may be said to have died in a natural manner, the worn-out system gradually breaking up, and life quietly yielding itself up to Him who gave it,

when the tenement of clay was no longer fitted to lodge the spirit which had animated it. The Dean expired in his dwelling-house in King street, at about nine o'clock on Sunday night, the 5th inst. He was in the 87th year of his age. From the important part which the subject of this paragraph has played as a citizen, and in the affairs of the Episcopal Church in Kingston and Upper Canada, it is desirable that we should present our readers with a few facts pertaining to his life and residence amongst us. We regret that the materials at our command for doing this are scanty and very imperfect. We may state briefly, however, that the Dean was the eldest son of the Rev. John Stuart, D.D., the first clergyman of the Church of England who ministered in Upper Canada. Dr. Stuart was a missionary sent out from England to preach to the heathen Indians of North America, and to conduct the Divine services of home amongst the settlers who had migrated to the plantations of the American colonies. It was when he was then engaged, and when stationed at Fort Hunter, in the valley of the Mohawk, in the State of New York, that his son, George Okill, was born. On the breaking out of the Revolution of the Thirteen Colonies, Dr. Stuart remained loyal to the United Empire, pushed his way to Canada, and took up his residence in Kingston. It was here that the subject of our notice received the first rudiments of education, but to fit him for the Church, he was sent to a seminary at Windsor in Nova Scotia, and subsequently to Harvard College, Cambridge, Mass. He was ordained in 1803, and was first stationed at York, now Toronto. On the death of Dr. Stuart, the Incumbent of Kingston, in the year 1811, the son, at the request of the congregation of St. George's succeeded his father here and induced the Rev. John Strachan, of Cornwall, (now Dr. Strachan, Bishop of Toronto) to take his place at York. The Rev. G. O. Stuart continued to minister to the spiritual wants of his people, until, in 1820, he was made Archdeacon. Bye and bye failing health prevented him from taking his accustomed place in the pulpit, and he was assisted in his ministrations by a curate, the Rev. R. D. Cartwright, and the Rev. W. M. Herchmer in succession, the Rev. Mr. Stewart lately, and the Rev. P. W. Loosmore up to the present, officiating in this capacity. On the erection of the new diocese of Ontario, in 1862, the Archdeacon was made Dean of the same. The deceased was a worthy minister of the Gospel, and a devoted servant of his Master. He was largely imbued with feelings of benevolence, and led an actively charitable life. His demise will be felt by many a recipient of his bounty; and will excite a sorrowful interest among the members of the Church.—*Kingston News*.

No. 37.—THE REV. JOSEPH STINSON, D.D.

This reverend gentleman died on Tuesday, the 26th of August, at five o'clock, p.m., in the 61st year of his age, and the 39th of his ministry. His birth-place was Castle-Donnington, Leicestershire, England, but the place of his second birth was Gainsborough, Lincolnshire, a few miles from where Wesley was born. His was the advantage of godly parentage; his father and mother were both honoured and useful members of the Methodist Church. He was an accepted member of the Church, and admitted among the ranks of the local preachers by the time he reached his twentieth year. His promising talents commanding the attention of the Church, and his piety being ardent and his spirit enterprising, it soon became known that he intended giving himself to the Missionary work, and was by the Wesleyan Missionary Committee appointed to Eastern Canada; this was in 1823, when both the country and the people were very different from what they are now. There were friendships formed in Montreal and other places in those early years of his popular ministry which remain to this day, and from no point have more anxious and sympathetic enquiries been made about him during his long affliction than from Lower Canada. In 1828 he was under the Superintendency of Dr. Bunting, in Manchester, securing and retaining the friendship of that great and good man to the end of his life. His qualifications recommending themselves to those who best appreciated them for the peculiarities of the Gibraltar Mission, where there is a good deal of intercourse held with the military authorities of that celebrated fortress, he was appointed to that important station, and laboured there successfully for three years. Possibly these associations gave that aspect *militaire* to a form naturally active, which, in spite of clerical distinction in garb, showed itself in his ordinary manners. Although this appointment was not like volunteering for the "forlorn hope," as the Missionaries designate some parts of Western Africa, yet it may be remembered that it pleased God to visit Gibraltar with a dreadful fever, to which, with hundreds of others, the Wesleyan Missionary there fell a victim. The noble-hearted William Barber, while cherishing a presentiment he should fall a prey to its ravages, attended faithfully to the duties of his office; for it was while visiting the hospital he was seized by the disease, and died in the full triumph of faith in the atonement of Christ. Joseph Stinson succeeded this devoted

servant of the Lord—finding a society of 40, and leaving the station with 86 in church fellowship. Whilst here, he added to his character of Pastor that of a student; for purposes of ministerial usefulness, he succeeded in obtaining a respectable acquaintance with the Spanish and French languages. In 1833 he resumed his work in Canada, spending three years in Kingston and five in Toronto. These were troublesome times, known only in their difficulties and perplexities to those who passed through them. It requires but little ability to analyse historic scenes of danger, and depict particular times and places where human infirmity was shewn; the man is seen when the storm rages, when he and those around him feel its peltings. Providential intimations pointing out his way across the Atlantic, we find him labouring with the Princes of our Israel in Sheffield West—Leeds First—London Third—Bradford East—and then Manchester again, from which place he once more moved his family, now mostly grown to maturity—as he said to a friend upon his arrival in this country—"to live and die in Canada." And thus has the Master honoured the intention of his servant to spend his days in this happy land, and amongst a happy people. Already the end is reached, and the approbation uttered—"Well done, good and faithful servant: enter thou into the joy of thy Lord."

There was a genial warmth and suavity in the spirit and manners of our departed brother which rendered his companionship pleasant and instructive. His well-cultivated mind yielded both fruits and flowers; this, with a fine taste, and choice, simple, but expressive language, made him a welcome visitor to the Pulpit and Platform. What he was as a President we must leave to abler and more diffusive pens,—just observing, so far as our knowledge extends, he was universally beloved by the members of the Conference, to whose interests he was both sincerely and earnestly devoted, sparing no pains or labours to meet the numerous demands upon his time, talents, and energies.—*Abridged from the Christian Guardian*.

No. 38.—THE HON. ADAM FERGUSON, M.L.C.

We regret to learn the death of a very estimable man, who, since the 9th June, 1842, has held a seat in the Legislative Council. The Hon. Adam Ferguson was a native of Scotland, born some four score years ago, and was known in his native country as "the laird of Woodhill." He lived for many years in the vale of Strathmore, where he was a sufficiently prominent member of the Whig party to move or second the nomination of one of its members for Parliament. He performed this service for a candidate who afterwards became the Marquis of Breadalbane, when he defeated Sir George Murray, in a contest for the representation of Perthshire. Mr. Ferguson was distinguished for his efforts to improve Scottish agriculture; and was a prominent member of the Highland Society. It was in 1831 that he came to Canada. A few years after he wrote a book of travels in Canada and observations on its agriculture, which—let us confess it—is one of the very few of the kind with which we are entirely unacquainted, and of the merits of which we do not presume to speak. After his arrival here, Mr. Ferguson purchased a considerable property; and continued till his death in his favourite pursuit of agriculture, the condition of which he made the same efforts to improve as had distinguished him in Scotland. In 1839, he addressed to Sir George Arthur a letter, in which he developed a scheme of emigration and military defence of Canada. In that letter he speaks of the American Government as an utter failure. After the removal of the Reform party, under the Medicals administration, Mr. Ferguson was a prominent member of the Reform Association. A few years later he was one of the commissioners of inquiry into the state and management of the Provincial Penitentiary. Mr. Ferguson never took a leading part in the Legislative Council; but he was an useful member, punctual and conscientious in the discharge of his duties. He was an honest and a good man. Mr. Ferguson leaves a son who is a member of the Chamber, by right of election, in which he himself held a life seat. It will be generally felt that a useful and exemplary member of society has departed from among us.—*Leader*.

No. 39.—THE HON. C. C. S. DEBLEURY.

We regret sincerely to announce the death of the Hon. Charles Clement Sabrevois DeBleury, one of our oldest and most generally known citizens. Mr. DeB. was, we believe, the oldest member (*doyen*) of the bar of Montreal, having been admitted as early as the 17th November, 1819. He was a gentleman of very considerable talent in his profession, and a thoroughly accomplished gentleman. He early engaged in public life, and was a member of the Lower Canada House of Assembly before the Union of the Provinces, taking generally his stand with the French Canadian supporters of Mr. Papineau. He severed, however, from the party before the troubles of 1837-'38 broke out, continuing firmly attached to the

British connection, being appointed during Lord Gosford's administration to the Legislative Council. He manifested his feelings during the rebellion by acting as Colonel, we believe, of the Loyal Volunteers. After the union of the Provinces, Mr. DeBleury was not regarded with much favour among his own countrymen, nor was his popularity much enhanced by his becoming a candidate in conjunction with the Hon. George Moffatt in 1844, for the representation of this city. He was, indeed elected, but by a manoeuvre, which added, as may be conceived, to the strong unpopularity which his over-zealous advocacy of British institutions (such as we had then) at the time of the outbreak, and his active services in the field against his own countrymen had originated. After the Parliament of which Mr. DeBleury was a member had expired, he retired from public life, except on two or three recent occasions when he voted for the liberal candidates. Whilst he continued to practice his profession to a moderate extent, he enjoyed his *otium cum dignitate* on his farm near St. Vincent de Paul. As an agreeable and polished gentleman, he was deservedly held in esteem by many personal friends. "*Requiescat in pace*!"—*Montreal Transcript*.

No. 40.—PAUL JOHN SALTER, ESQ.

Mr. Salter was born at Teignmouth, Devonshire, England, in the year 1812. He was educated at Blundell's School, Tiverton, Devonshire. This is one of the Endowed Grammar Schools of England. Amongst the well-known scholars who received their education at this school, we may mention Dr. Fulford, the Lord Bishop of Montreal. At school, Mr. Salter was celebrated for his open and manly character, and was much beloved by all, especially by the younger boys, whom he always took pleasure in assisting and defending from oppression. He was considered a clever scholar, and carried off numerous prizes at school. Some of his poems, in Latin, Greek, and English, were of such merit as to be published among the school "*Memorabilia*." He might have gone as Scholar to Balliol College, Oxford, but a slight impediment in his speech determined him to decline it. He left school at the early age of eighteen, and shortly after came to Canada, in the year 1833. On the resignation of his brother, Albert Pellow Salter, as Master of the Sandwich Grammar School, he received the appointment, after passing a rigid examination in which he excelled a large number of competitors, and acquitted himself so ably as to receive the highest praise from the Board of Examiners. He retained the Mastership of the school until 1856, when it was closed. In this capacity he educated most of the young men now in good positions in this country, all of whom look back upon the days spent under his instructions, with feelings of respect for his amiability and his hearty desire to forward them in their studies. During the time he held the Mastership of the Grammar school, and up to the time of his decease, he held the office of Secretary of the County Board of Public Instruction.—*Essex Record*.

No. 41.—SIR JOHN E. W. INGLIS, K.C.B.

"With deep regret, which will be shared by every Englishman, we have to announce the death of Major-General Sir John Eardly Wilmot Inglis, K.C.B., colonel of the 32nd Regiment, and commander of the troops in the Ionian Islands. From a private letter we learn that Sir John Inglis died on Saturday, September 27th, at Hamburg. It will be remembered that this distinguished officer was in command of the garrison at Lucknow, and defended that position with a very small force of English soldiers, already enfeebled by privation and the diseases incident to a hostile climate, against an enormously disproportioned force of mutineers. For that noble defence he received the honour of being made a Knight Commander of the Bath. Subsequently he was appointed to the important post of commander of Her Majesty's troops in the Ionian Islands; but his health, shaken by the long anxiety and desperate privation of the defence of Lucknow, languished until his medical advisers thought it their duty to recommend that he should try the air of Germany. Sir John E. W. Inglis was rather over fifty years of age, and was born in Nova Scotia. In the year 1833, Sir John received his commission as ensign of the 32nd Regiment, and it is a remarkable fact that he served in that regiment in every grade from ensign to full colonel, and that he was still colonel of that regiment when he was appointed to the command of Her Majesty's forces in the Ionian Islands. He continued to be colonel of that regiment up to the moment of his death."—*London Times*.

"Books are the Glasse of Counsell to dress ourselves by. They are Fee-lesse Counsellours, no delaying Patrons, of easy Access, never sending away empty any Client or Petitioner. They are for Company, the best Friends; in doubts, Counsellors; and in Damps, Comforters."—*Whitlock*.

VII. Miscellaneous.

THE DEATH OF THE YEAR.

How blandly bright
Is the soften'd light
Of the dying autumn day,
As the golden west
By the sun is drest
In the robes of a regal sway:
And the birds are gone, and the winds are still,
And there floats no sound on the woodland hill,
Save the dreamy buzz of the distant mill,
And the murmuring streamlet's play.

How richly fraught
With the themes of thought
Is the dying autumn grove;
For the woof of its fall
Is the brightest of all
That the varying year has wove;
E'en the jocund glances of the dewy Spring,
As she brushed the earth with her fragrant wing,
Brought no such smile as these death hues bring
To the pride of the quiet cove.

In the thoughtful grace
Of her dying face
Is the glory of nature seen;
And the Autumn leaf
In its glory brief
Has more than its boasted green;
'Tis the highest lesson of earth's cold clime,
And the soul must soar with a flight sublime,
Afar from the mists and tears of time
To know what its beckonings mean.

'Tis a time of hope
When the buds first ope
To the south wind's quickening kiss,
And the teeming plain
With its waving grain
Has a burden of healthy bliss;
But a higher and holier hope may rise
From the fading leaf as it smiles and dies—
More dear than life to the truly wise
Is the scene of a death like this.

2. AUTUMNAL TINTS.

Europeans coming to America are surprised by the brilliancy of our autumnal foliage. There is no account of such a phenomenon in English poetry, because the trees acquire but few bright colours there. The most that Thomson says on this subject in his "*Autumn*" is contained in the lines,—

"But see the fading many-coloured woods,
Shade deepening over shade, the country round
Imbrown'd; a crowded umbrage, dusky and dun,
Of every hue, from wan declining green to sooty dark":

and in the line where he speaks of

"Autumn beaming o'er the yellow woods."

The autumnal change of our woods has not made a deep impression on our own literature yet. October has hardly tinged our poetry.

A great many, who have spent their lives in cities, and have never chanced to come into the country at this season, have never seen this, the flower, or rather the ripe fruit, of the year. I remember riding with one such citizen, who, though a fortnight too late for the most brilliant tints, was taken by surprise, and would not believe that there had been any brighter. He had never heard of this phenomenon before. Not only many in our towns have never witnessed it, but it is scarcely remembered by the majority from year to year.

Most appear to confound changed leaves with withered ones, as if they were to confound ripe apples with rotten ones. I think that the change to some higher colour in a leaf is an evidence that it has arrived at a late and perfect maturity, answering to the

maturity of fruits. It is generally the lowest and oldest leaves which change first. But as the perfect winged and usually bright coloured insect is short lived, so the leaves ripen but to fall.

Generally, every fruit, on ripening, and just before it falls, when it commences a more independent and individual existence, requiring less nourishment from any source, and that not so much from the earth through its stem as from the sun and air, acquires a bright tint. So do leaves. The physiologist says it is "due to an increased absorption of oxygen." That is the scientific account of the matter, only a reassertion of the fact. But I am more interested in the rosy cheek than I am to know what particular diet the maiden fed on. The very forest and herbage, the pellicle of the earth, must acquire a bright colour, an evidence of its ripeness,—as if the globe itself were a fruit on its stem, with ever a cheek towards the sun.

Flowers are but coloured leaves, fruits but ripe ones. The edible part of most fruits is, as the physiologist says, "the parenchyma or fleshy tissue of the leaf" of which they are formed.

Our appetites have commonly confined our views of ripeness and its phenomena, color, mellowness, and perfectness, to the fruits which we eat, and we are wont to forget that an immense harvest which we do not eat, is annually ripened by Nature. At our annual Cattle Shows, at Horticultural Exhibitions, we make, as we think, a great show of fair fruits, destined, however, to a rather ignoble end, fruits not valued for their beauty chiefly. But round about and within our towns there is annually another show of fruits, on an infinitely grander scale, fruits which address our taste for beauty alone.

October is the month of painted leaves. Their rich glow now flashes round the world. As fruits and leaves and the day itself acquire a bright tint just before they fall, so the year near the setting. October is sunset sky; November the later twilight.

I formerly thought that it would be worth the while to get a specimen leaf from each changing tree, shrub, and herbaceous plant, when it had acquired its brightest characteristic colour, in its transition from the green to the brown state, outline it, and copy its colour exactly, with paint, in a book, which should be entitled "*October, or Autumnal Tints*";—beginning with the earliest reddening,—Woodbine and the lake of radical leaves, and coming down through the Maples, Hickories, and Sumach, and many beautifully freckled leaves less generally known, to the latest Oaks and Aspens. What a memento such a book would be! You would need only to turn over its leaves to take a ramble through the autumn woods whenever you pleased. Or if I could preserve the leaves themselves, unfaded, it would be better still. No more agreeable pastime could be suggested to the more advanced classes of our Common Schools (especially girls) than is here suggested.—*Atlantic Monthly*.

VIII. Educational Intelligence.

CANADA.

—UNIVERSITY COLLEGE.—ANNUAL CONVOCATION.—The annual convocation of University College was held on the 21st ult. A number of Southern ladies and gentlemen were present, who were interested in the proceedings from the fact that several students from Kentucky and Maryland have lately entered the University. The following gentlemen were admitted as matriculated students:—*Third year*—W. B. Fleming and W. Kingsford. *Second year*—R. W. Young. *First year*—R. Douglas, J. A. Patterson, A. O. Tyner, J. E. Gould, C. W. Bell, W. G. Falconbridge, T. D. Delamere, L. H. Robertson, R. Baldwin, P. M. Barker, J. G. Bowes, G. Brunel, M. Byers, R. Cameron, A. F. Campbell, H. Clarke, W. Davidson, G. Davidson, A. Greenlees, H. P. Hill, D. Hunter, A. Kennedy, W. McDiarmid, M. McKenzie, F. McLennan, M. C. Moderwell, D. H. Mooney, E. D. Moore, R. N. Palmer, J. S. Palmer, A. Puralow, O. G. Rattray, D. Reid, G. Rennie, W. J. Richardson, J. E. Ridout, A. J. Robertson, G. Shurtleff, W. Watt, and A. H. Wright. *Civil Engineering*—L. Kennedy, W. H. McCurdy and E. Webb. The prize compositions were then recited—the Greek verse (tragic Iambics) by A. M. Lafferty: English prose, (subject, "The songs of the highways,") by J. Campbell; and the English verse (subject, "The International Exhibition,") by G. H. Squire. The prizemen on advancing to the rostrum to read their productions were greeted with rounds of applause. All three of the compositions were meritorious and creditable to the writers. We give the English poem, as follows:—

"Arts embracing temple shrine
Heaven-born Peace! the work is thine;
Earth rejoicing shouts all hail!
Bring again the Olympian year,
Sheath the sword, reverse the spear,
Let, O Peace! thy work prevail.

"Like a dove with folded wings,
Thou hast us despoiled of Kings;
Now upon thy pinions rise;
See the dawning of the morn,
So a nobler age is born:
Soar amid the reddening skies.

"Hail the dawning of the day,
When the sword shall lose its sway,
And the shouts of battle cease;
Nations prising empire less,
On to nobler conquest press,
On their banners blazoned, 'Peace.'

"Nations thus to harmonise,
'Twined in friendship's golden ties,
Is the noblest work of man.
Giants they who boldly cope
With all obstacles, in hope,
Standing foremost in the van.

"Kings and princes! ye whose hands
Sway the sceptre o'er the lands,
Think of him who calmly sleeps,
The distribution of prizes next took place, the following being a list of

Resting from his toils to-day:
Still he points to you the way,
Whom a stricken nation weeps.

"Let thy work prevail, O Peace!
And thine empire's bounds increase,
Till the earth shall all be thine!
Heaven shall hail the welcome sight,
Nations walking in the light,
Of thy glorious rays divine.

"Does the poet only dream?
Are those things not what they seem;
Promise of its wide increase?
Comes there not another time,
When the bells of Heaven shall chime,
Ringing in the years of peace!"

The distribution of prizes next took place, the following being a list of the prizemen and competitors in the various departments:—*Greek and Latin*.—S. Woods, G. Cooper, N. McNish, J. M. Gibson, W. H. Vandermissen, J. W. Connor, W. N. Keefer, J. S. Small, J. Hill, G. Goodwillie, W. Fitzgerald, W. W. Tamblin: *Greek Verse*, A. M. Lafferty. *Logic*.—J. McMillan, and F. E. Seymour, A. J. Traver. *Metaphysics and Ethics*.—J. M. Gibson, J. McMillan. *Chemistry—Analytical*.—R. A. Reeve, W. Tytler; *Organic*.—W. Tytler, R. A. Reeve, W. B. McMurrich, T. H. Scott, E. F. Snider, B. F. Playter, and J. Preston. *Mathematics and Natural Philosophy*.—J. Loudon, A. M. Lafferty, T. W. Wright, E. Frisby, T. J. Robertson, J. Rutledge, J. S. Wilson, G. Lount, W. Malloy, W. Fitzgerald, P. Bielby, W. R. Chisholm. *History*.—J. M. Gibson, W. Mulock, W. G. McWilliams, W. Oldright. *English*.—J. M. Gibson, S. Woods. *History and English*.—J. McMillan, F. E. Seymour, J. Preston, J. Campbell, W. W. Tamblin; *Verses Composition*.—G. H. Squire. *Natural History*.—W. B. McMurrich, T. H. Scott, B. F. Playter, J. Campbell, C. Corbould. *Mineralogy and Geology*.—W. Tytler, R. A. Reeve, E. F. Snider, J. W. Connor, B. F. Playter, W. N. Keefer. *Modern Languages*.—J. M. Gibson, W. Oldright, W. Mulock, T. H. Scott, J. S. Wilson, F. E. Seymour, W. H. Vandermissen, W. W. Tamblin, J. Campbell, W. B. Chisholm, O. Corbould. *Meteorology*.—W. Tytler. *Oriental Languages*.—J. M. Gibson, S. Young, J. McColl, W. Moore, H. McQuarrie, A. McGregor. *Agriculture*.—J. B. Thompson, C. O. Forneri, B. F. Playter. *Special Prizes—Established by the College Council, and awarded by the College Literary and Scientific Society—Public Speaking*.—S. Woods; *English Essay*.—J. Campbell. This concluded the distribution of the prizes.

The President then advanced to the front of the platform, and addressing the assemblage said, that in closing the proceedings of the Convocation with the customary address, he would limit himself on this occasion to a few statements derived from the statistics of the institution, and to one or two inferences that might be drawn from them. He was well aware that figures formed a dry and uninteresting theme for observation, but they were regarded by many of such paramount importance in ascertaining the condition and prospects of such an establishment as this, that he trusted they would indulge him with their attention whilst he briefly adverted to a few of the leading particulars. This institution, as many whom he addressed were aware, unlike the time-honoured establishments of the mother country, dated back but a very few years. In the year 1827, now nine years since, the then existing University of Toronto, was divided into two establishments—one retaining the name of the University of Toronto, and the other called University College—the same institution the convention of which was now being held. These institutions differed materially in their functions. The University of Toronto was formed on the model of the University of London, and was limited to the prescribing of subjects for examination, the appointment of examiners, awarding of gold medals, and the conferring of degrees. It had no teachers or professors of any kind. On the other hand the function of teaching belonged especially to University College. In the original establishment of the University there were four faculties—the faculties of Divinity, Law, Medicine, and Arts. By the statute passed in 1850, the faculty of Divinity was removed, and in 1853 the faculties of Law and Medicine were also removed; so that University College was in fact but the faculty of Arts, with the addition of the departments of Agriculture and Civil Engineering. The year 1853–4, was a year of transition, in which the University and College might be said to have equal claims on the students. He would, therefore, begin his statistics with the year 1854–5. In that year the total number of students was 110, and of these 28 were matriculated students; in 1855–6 the total number was 145, of which 35 were matriculants; in 1856–7, total 126, matriculants 87; in 1857–8, total 192, matriculants 56; in 1858–9, total 168, matriculants 63; in 1859–60, total 188, matriculants 80; in 1860–61, total 225, matriculants 129; and last year they reached a total number of 260, of whom 168 were matriculants. (Applause.) He regretted that he was un-

able to give a reliable statement as to their numbers and present attendance. The academic year had commenced but two or three weeks; students were continually coming in, and some had not yet taken out tickets. But we would venture to assert, that it would not fall short, if it did not exceed, any of the numbers he had just read. (Applause.) As an index he might point to the number of matriculants, and might mention also that there was a larger number of students in senior years than there was in former years even in the junior. Now, when he referred to matriculants, there were some things he might mention which properly belonged to the University, but as the convocation did not take place until next May, he would take the liberty of mentioning them now. First with reference to the results of the matriculation examination just completed. It was the wisdom of the University of Toronto, that it had a matriculation examination. In this it followed the usages of all recently established universities in England, and was in accordance with the report of the Royal Commission appointed to examine English universities. At this, as at all other examinations, the proficiency of the students was tested, as well as the teachings of all the schools throughout the country. He thought it important then that these facts should be stated. At the recent examination, of those who had obtained first class honors there were five—Patterson, Bowea, Bell, Tyner, and Delamere—who had been educated at Upper Canada College. (Applause.) There were three educated at the Model Grammar School who had obtained first class honors—Falconbridge, Gould and Robertson. There were also three educated at a school that had sent many excellent students to the University—the Galt Grammar School—Reid, McLennan and Barker; one also with first class honors, Byars, at Toronto Grammar School; one, McKensie, at Woodstock; one, Moderwall, at Stratford; and one, Wright, educated at Newburg. At the examination there were ten Scholarships awarded, of which two doubles were obtained by two of the pupils of Upper Canada College. (Applause.) One of those boys had had the rare distinction of being first in both classics and mathematics. (Applause.) On the whole, of the ten scholarships awarded, seven had been borne off by pupils of Upper Canada College. (Renewed Applause.) As he had adverted to the matriculation examination of those who had now joined them, he should not feel satisfied with himself were he to omit a peculiar and gratifying fact, that on this occasion, the commencement of the academic year, they had amongst them some gentlemen from the Northern and some from the Southern States of America, who, amidst the turmoil of war at home, had come to pursue their studies in the tranquility of this academic retreat. He cordially welcomed them, as the head of the institution, and he believed every member of this institution also welcomed them. (Applause.) Now, having stated the facts with reference to the number last year, which amounted to 260, he would, for a moment, draw one or two inferences. He was far from believing—he had repeatedly said so in that hall—that numbers was a test of the efficiency of an institution of that kind. They had to look to many other things. But of this he thought it was a legitimate test—the confidence of the public. (Applause.) It was a test of the estimation in which it was held throughout the country; and when he could point, on examining the list of those who attended, to members of sixteen different denominations, and to the fact that of the whole number not one-fourth was from the city of Toronto, he thought he might say that this confidence was not limited to denominations nor restricted by locality. (Great applause.) Now, he would ask, what was the cause of this? He would endeavor to trace it. He had had many opportunities of conversing with the parents of pupils who attended that College, and he found that there was a growing conviction throughout the country of the benefits of education, and especially a more thorough appreciation of education derived in an institution like this, which was not a preparation merely for the learned professions, but for any position in life. The fact was it was not merely the information obtained there that was appreciated. It was a great and most important object that our youth should have the best information in every branch of science and knowledge; but there was more than that required, something more precious still. It was the habits formed at an institution of this kind—the habit of patient, laborious investigation, the habit of industry, the habit of self-denial, the habit of concentration and readiness to produce the information required, the habit of punctuality, subordination, respect for age, and deference to authority. (Applause.) Again, there was something more than that, which could be done at this institution, and he felt proud to have the opportunity of saying this of University College, that it inculcated other habits, he meant the habits that belonged to the gentleman—of which respect for man's own

self and a punctilious regard for the feelings of others, were essentially the characteristics. (Applause.) It was well known to many of them that a German author, who had for many years investigated the system of English universities, and had written a work on the subject, had stated that first among the characteristics of these universities, was, that they brought up gentlemen qualified to serve their country in any capacity. That writer had admired their scholarships and their other attributes, but the grand characteristic that called forth his praise was that they sent forth into the world gentlemen. (Applause.) Let them consider that when England was in any trouble she looked to those young men. They were brought up with the manners, tastes, and principles which embellished home and graced society. And they were brought up also in those athletic sports and healthful recreations that had given them the power of endurance exhibited on many well-known occasions. These were the men they had read of in the wars of England, whose pluck had held up the red-cross flag on many a hard-fought field and blood-stained engagement. These were the men who showed gallantly in action, and who, when asked to move, did not tell their men to go before, but themselves led the way and told their men to follow. (Immense applause.) These were the men who exhibited patience under the most unrelenting toil and fortitude in the midst of the most pressing privations. Happy was England that had such sons to serve her; happy Canada if she could bring up youths to execute her orders as they. (Applause.) But there were some who might ask with reference to the attendance at this institution why it was small compared with the population of the Province and with similar institutions in England. The reasons for this state of things were obvious. One was the scantiness of the provision for these in humble and straitened circumstances to come forward and seek the benefits of education. Some might say they had too many scholarships; but he maintained that there were not enough. The fact was the scholarships did not amount to one-fourth of those given at the university where he had the honor of graduating—Trinity College, Dublin—and this was wholly independent of the difference in their pecuniary value. He spoke of this from his own knowledge, for he had had the honor of being a scholar. (Applause.) He could point to one who had held the office of Lord Chancellor, to two Bishops, and to no fewer than five who had filled the position of Professors in the seats of learning, who had held scholarships in that institution. But there was another cause which operated against this College, and that was the want of a sufficient number of qualified teachers throughout the country. The reason of this was plain. The University was well qualified to send out efficient persons, but it was impossible to get the best men to devote themselves to the work, because adequate compensation was not offered. It was in this as well as in other cases—the best goods were brought to the best market. There was one other thing against the College, and that was the embarrassment caused by over speculation; but this embarrassment, he was happy to say was rapidly passing away. Thanks to the great Giver of all good, He had filled our granaries with produce and crowned our year with plenty. And when asked to point out an illustration of the happy change that had come, he would unhesitatingly point to the Provincial Exhibition lately held in this city, which reflected the greatest honour on the country, and which had commended itself to the judgment of those who had seen exhibitions in the mother country. There were some perhaps who might be dissatisfied with the progress we were making, and who thought the country was not in that state it ought to be. To all such he would merely point across the lines to that most deplorable war that was raging in a once happy and united nation, whereby brethren were seeking to devise the best means to destroy the greatest number of lives and the greatest amount of property. There was no one with the feelings of humanity who did not pray that that war might be brought speedily to a conclusion. We felt for them not merely as members of the same human family, but as neighbors and as friends. We felt for them as those who were most desirous that they should soon be permitted to go on in that career of prosperity they had formerly enjoyed, for we might literally say, that we rejoiced with them in their prosperity and wept with them in their adversity. (Applause.) Thankfulness instead of discontent became us in Canada—thankfulness to the Giver of all good, that He had given us this blessing of peace; preserved to us still that glorious old flag—the emblem of freedom all over the world—that glorious old flag under whose ample folds we and our forefathers had enjoyed the inestimable blessings of civil and religious liberty,—loud applause—preserved to us the pure and uncorrupt administration of justice according to the laws made by

our free Parliament; that He had preserved to us the dispensation throughout the Province of those principles of religion and piety, the truest safeguard of the nation, and that not merely by fixed administrations in towns and cities, but by the self-sacrificing efforts of missionaries in the back-woods; that He had preserved to us a national system education from the humblest common school to the University, open without bar, hindrance or impediment to any one that chose to come forward; that He had preserved to us the blessings of an unbroken peace, under whose fostering influence the resources of our Province were being rapidly developed, and prosperity had attended our pursuits of manufactures, of commerce and of arts. (Loud applause.) Three loud and hearty cheers were then given for the Queen, three for the President and Professors, and three for the ladies, when the assemblage separated.—*Leader.*

—**AMERICAN MEDICAL STUDENTS AT CANADIAN SCHOOLS.**—The *British American Journal* says:—"We are not much surprised to find that American Medical students are seeking the completion of their studies in our Canadian Schools. Those who are not sufficiently advanced to follow the army in some medical capacity must do so, to avoid the conscription act, the effects of which, while it would entail a remission of their studies, would at the same time compel a servitude in the ranks on the part of a large number. This is probably another reason superadded to that adduced by our daily contemporary, the *Commercial Advertiser*. What influence the deplorable troubles of our neighbours will exert upon the opening classes at McGill University remains to be seen. We quote the following from the daily periodical alluded to: On Saturday, 8 young men arrived in this city from Kentucky for the purpose of attending college. It is probable that many others in the States will avail themselves of the peaceful equidation of this country to pursue their studies in our colleges.—*Toronto Leader.* One gentleman from Kentucky, and a few other Americans, are attending the Medical School of Queen's College in Kingston. They seek freedom from the turmoil of war which distracts their own country.—*Commercial Advertiser.* [A student from Missouri is also attending Victoria College this year.—*Ed.*]

—**QUEEN'S COLLEGE, KINGSTON.**—At a meeting of the Board of Trustees held on the 9th instant, the Rev. John C. Murray, of Paisley, in Scotland, was unanimously appointed to fill the chair of Logic and Mental and Moral Philosophy in the University of Queen's College. The new Professor was a favorite of the late Sir William Hamilton of Edinburgh, and his testimonials are of the very highest order. Throughout his College course he distinguished himself in all the departments of study, but especially in that which he will now teach. Since leaving College, he has made mental Philosophy his favorite study, having spent a year in Germany with that view, and having also filled the office of President of the metaphysical Society of Edinburgh. The Rev. Mr Murray is a son of the Provost of the Burg of Paisley, where he is not less esteemed for his amiable disposition than for his varied accomplishments as a scholar. He is expected to reach Kingston early in November to assume the duties of his chair.

—**SUCCESS OF A YOUNG CANADIAN.**—The St. Catherine's *Constitutional* notices the return to that town of Dr. Jukes, who, in July last, went with a young son to England, the lad having been nominated to a cadetship in the Royal Navy by His Excellency the Governor General. This is the first instance in which a candidate for these honors has gone home for examination at Portsmouth, it being usual for Canadian nominees to pass on the flag-ship at Halifax or Bermuda. The examination was held at the Royal Naval College at Portsmouth in the early part of last month. Upwards of eighty boys presented themselves from the leading schools in Great Britain, and young Jukes' name appeared fourteenth on the list of successful candidates. This result is no less gratifying to the doctor than flattering to the lad's preceptor, the Rev. T. D. Phillips, of St. Catherine's, under whose care his education began and ended, and to whose system of instruction it must be attributed.

—**COUNTY OF NORTHUMBERLAND.**—The following Address was presented to Edward Scarlett, Esq., Superintendent of Common Schools for the County of Northumberland, at Brighton, on the 7th of August:—

"RESPECTED SIR,—We, the Teachers and Friends of Education, in our Annual Convention assembled, cannot allow this favourable opportunity to pass without publicly and officially expressing to you our deep sense of your many excellencies and kindness as a man, and of your faithful and unflinching exertions as a Superintendent, in raising the schools of this county to a position superior to that of those in most counties of Upper Canada and inferior to none. When, seven or eight years ago, you were happily appointed to the office which you now hold, the schools of this

county were in a deplorable condition indeed. Guided by "Township Superintendents," seldom fitted for the duties of their office, *Primary Education* languished, the faithful teacher, not being appreciated, left the ranks in disgust, and the profession was filled with persons altogether unqualified to discharge the important duty of developing harmoniously the intellectual and moral powers of the pupils over whom they were placed. But under your guidance the scene has changed: unqualified teachers have been dismissed or sent to school in order to prepare them to teach efficiently; faithful and well-qualified teachers have been aided in procuring positions of greater usefulness to the public and profit to themselves; trustees have been urged to obtain the services of good teachers; parents have been encouraged to persevere in sending their children steadily to school; and above all, the rights of children have been sacredly guarded. In doing all this we are aware that you have encountered much petty opposition and many annoyances, but amidst all you have never flinched from the discharge of your duty. Besides your ordinary duties, to which you have faithfully and honourably attended, to the entire satisfaction of the great majority of the people, you have laboured diligently and successfully in organizing and sustaining Teachers' Conventions in different localities—a proceeding of the utmost importance to the teacher, and of incalculable advantage to the pupil. Fully appreciating your services, we, on behalf of the parents, trustees, pupils, and teachers of this County, present you with this purse, containing the sum of \$100, not as a reward for your extra work, but as a slight token of our deep and heart-felt regard for you as an active, untiring, and faithful Superintendent, in whose hands we are glad to see placed so much power to do good, and by whose exertions, solid and lasting advantages have been conferred on the cause of education, not only in this county but also in others throughout the Province. Finally, we pray that a kind Providence may so guide and shape your career that you may be an ornament to your honourable profession and a blessing to the rising generation; and, that you may have the happiness of seeing all your efforts crowned with still more abundant success, is the earnest desire of the friends of education in this County."

Reply.—"LADIES AND GENTLEMEN,—I believe you have generally given me credit for not being at a loss for words, when it has been required that I should, in the discharge of the duties of my office, advise, censure, or reprove either children, parents, or teachers; and doubtless some of you may have thought me a little *too ready* and fluent on such occasions; but be that as it may, I assure you that on the present occasion I feel utterly at a loss for language to give expression to the feelings of very great gratification you have caused me by the gift of this substantial token of your affection and esteem. I do value it very highly, not alone for its intrinsic worth, but for the assurance it gives me, that while in discharge of my duty, it has been at times may I not to reprove or advise, it has been so done as not to give offence to those whom I vain would benefit; and whose esteem and good wishes, if lost to me, would have given me much pain, for it is impossible that individuals should meet so frequently and converse so intimately as we are required to do, without forming intimacies and attachments, the rupture of which would be very painful. Ladies and Gentlemen, I pray you will accept my most grateful thanks, and I trust this handsome expression of appreciation of my labours, emanating as it does from both parents and teachers, will not only operate to stir me up to greater diligence, but will at the same time serve to fully convince you that though for a time your best exertions may not be recognized and valued as you or I may think they should be,—though for a season your only reward may be consciousness of having done the best you could—yet in time those for whom you labor will surely cheer and gladden you with their approval. Allow me to say in conclusion, that it affords me great pleasure, on the present interesting occasion, to return my sincere thanks, to the parents, teachers and trustees whose uniform kindness I have experienced while visiting the different school sections throughout this extensive County." *NOTE.*—The above Address and Reply were read before the Teachers' Convention for the County of Northumberland, held in Brighton, during the first week of August, 1862. The attendance was very large, and a deep interest was manifested in the proceedings during the whole session. The next meeting of Association will be held in the same place, during the week beginning on the first Monday in August, 1862. Teachers and friends of education from all parts of the Province will receive a hearty welcome. W. J. BLACK, *Secretary of the Convention.*

—**THE TORONTO MECHANICS' INSTITUTE AND EVENING CLASSES.**—The Board of Directors of this Institution have determined to establish during the ensuing season classes for instruction in English, French, German,

Mathematics, Mechanical Drawing, Music, and Book-keeping with Penmanship. We are informed by the Secretary that the Institute has been very successful in getting good teachers; we may therefore look forward to much being done this winter in the way of middle class education. We hope the members will fully appreciate the advantages they enjoy, and that each class will be well supported. The terms are as follows:—

	Class	Members.	Non-Mem.
English		\$2 00	\$3 00
French		3 00	5 00
German		3 00	5 00
Mathematical		2 00	3 00
Mechl. Drawing		2 00	3 00
Music		2 00	3 00
Book-keeping and Penmanship		2 00	3 00

Each class will be continued for a term of twenty weeks, two lessons each week, from 8 to 10 P. M.

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IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of,* this day of, 186-.

Amount remitted, \$.....

Trustees must sign their { } { Corporate seal to be placed here. }
own names.

To the Chief Superintendent of Education, Toronto.

NOTE.—Before the trustees can be supplied, it will be necessary for them to have filled up, signed and sealed with a PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the *one hundred per cent.* will be added to the remittance, and the order, so far as the stock in the Depository will permit made up and despatched. Should the Trustees have no proper

corporate seal, the Department will, on the receipt of *two dollars* additional, have one engraved and sent with the articles ordered.

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VAGRANT CHILDREN IN CITIES AND TOWNS.

Circular from the Chief Superintendent of Education to the Board of School Trustees in the Cities and Towns of Upper Canada.

GENTLEMEN,—I beg to call your serious and earnest attention to the condition of those children in cities and towns who do not attend any school, public or private.

I had hoped that when the public schools should be made free in our cities and towns, no persons in them would be found to refuse or neglect availing themselves of such a privilege, facility, and inducement to educate their children. I confess the results of the trial have come short of my expectations. Very considerable numbers of children in these centres of population are growing up with no other education than a training in idleness, vagrancy, and crime. The existence of such a class in any community is a public loss and danger, and ominous of future evil.

It is perfectly clear, that making good schools free to all does not secure the education of all.

I have, at different times, submitted three propositions or plans for the accomplishment of the object of free schools in cities and towns. First,—That as the property of all is taxed for the common school education of all, all should be compelled to allow their children the means of such education, at either public or private schools. Or, secondly, that each municipality should be empowered to deal with the vagrancy of children of school age, or the neglect of their education, as a crime, subject to such penalties and such measures for its prevention, as each municipality, in its own discretion, might from time to time adopt. Or, thirdly, that the aid of religious

benevolence should be invoked and encouraged to supplement the agency of our present school system.

Neither of the two former propositions having been entertained by the Government, to whom they were submitted, I proposed the last in a draft of a bill, accompanied by an explanatory letter, last year. The members of the Government before whom this measure was laid, retired from office before taking it into consideration, and I have not renewed it by submitting it to the present Government. There is, therefore, now no proposition under the consideration of Government, in respect to children whose school education is wholly neglected.

I beg, therefore, to solicit your practical attention to the subject; and shall be happy to receive and consider any suggestions you may think proper to offer, before bringing the subject again under the consideration of the Government.

I have the honour to be,

Gentlemen,

Your obedient Servant,

Education Office,

Toronto, 22nd Nov., 1862.

E. RYERSON,

Chief Superintendent.

2. JUVENILE OFFENDERS.

Montreal journals call attention to the large number of juvenile offenders who have been tried at the sitting of the Court of Queen's Bench in that city which has just closed. It is said that a majority of the prisoners tried at this session were boys from ten to fifteen years of age. This is a somewhat startling fact, and very naturally suggests the inquiry—how far have the reformatory institutions of the country answered the purpose for which they were founded? The inquiry is of a provincial character, though it does not thrust itself on public attention in Upper Canada with the same degree of force as in the lower section of the Province. The majority of offenders at our *Nisi Prius* courts is, happily, not composed of the younger classes of society. Yet it is a fact that hardly an assize court passes in this city at which the Grand Jury does not refer disapprovingly to the continual intermingling of young and old offenders in the cells of the county jail. That the evil, then, is felt, to some degree in Upper as well as in Lower Canada, is evident. How to remedy this evil may well engage the time and study of social economists and those who have the direction of public affairs.

In England the same matter has lately been the subject of discussion. The question on which opinion differs, is not as

they have been in operation for very many years—but as to the qualification for admission, or in other words whether these institutions should be used as places of light punishment for boys who have been guilty of trivial offences—"who have stolen pence; or pulled up a mill dam, or made a hole in a wall or gap in a hedge, carried off a duck, or spoiled an apple tree, or knocked off a door handle, or unhinged a gate, or committed some other minor trespass upon the rights of man;" or whether they should be places of hard discipline for the same classes of the community—such discipline as requires a criminal nature for its subject, and a certain period of time for its test. It is not a little singular that the advocates of the latter view are men who, either as inspectors or managers, have been connected with, and may therefore be supposed to know something about, the working of reformatories. Mr. Sidney Turner in a recent "Report of the Inspector," condemns the sending of young persons to a reformatory who have not been guilty of some more serious offence than the wild freaks of many a boyish nature; and suggests that the cause of the incarceration of these juvenile delinquents is not always of a nature which has their reformation for its principal object. "We cannot wonder," says he, "that the temptation to get the child well trained and clothed and fed at the public expense should be found more powerful than a parent's natural instinct to avoid the disgrace and pain of the child's conviction and separation from her." A Mr. Kynnersley, of Birmingham, makes the same complaint, and warns the public that "it is absolutely necessary that reformatory schools should be reserved for those children only who, either from having previously been convicted, or from other circumstances, appear to be so far gone in crime as to afford little hope of being curable by any less expensive and less protracted system of treatment." We apprehend that the views of these gentlemen will be considered somewhat novel in this country. Here, at least, there are not two opinions as to what a reformatory should be—what the nature of its discipline—what the object it should have in view. A reformatory should not be a jail. Its name implies its character. A jail seldom has a reforming effect upon any criminal, be he or she young or old, who is once confined within its walls. In nine cases out of ten, it has the very opposite effect, rendering even more confirmed in sin and more sunk in the slough of degradation than before, those criminals who once become its inmates. Many a young lad, whose higher instincts and whose better qualities have been little more than blunted by his first transgression, has been plunged deep into the mire of wickedness and depravity by being confined with criminals of more advanced years. It may, indeed, be said, there is no absolute necessity for keeping prisoners of all ages together. Perhaps there is not; but it is too frequently the case that it cannot be avoided. If it can—if a proper system of classification is possible—then, according to the views of the English authorities we have just quoted, reformatory institutions would be altogether unnecessary. This is the rational conclusion from such premises. Yet it can hardly be supposed that these persons desire to be understood as favouring such a conclusion. We must naturally revert to the old idea—that which is the most generally conceived, and the most consistent with common sense—that reformatories have a purpose distinct from that of a jail; that the object is to take the oversight of juvenile delinquents, who, by moral example, and the exercise of industrial habits should be led, as far as possible, from the ways of crime, and so set out on the highway of life as that they may grow up good and useful citizens. The principle, that it is the duty of the State to take care of such a class of the community, will be generally concurred in. "Prevention is better than cure." It is much better to take a young lad by the hand, and lead him away from the paths of wickedness, while he has a mind susceptible of good impressions, than be under the necessity of treating him, at a later period of his life, as a criminal. The Canadian government, acting on this principle, has established a reformatory in each section of the Province—one at Penetanguishene, and another at Isle-aux-Noix. The reports of these institutions show, that so far as they are provided with the means of fulfilling the ends for which they were established, they have done some good. But it must at once be apparent, how very very limited is their field of operations, and how many hundred instances of juvenile offences there are that never come within the purview of the managers of the reformatories. The institutions are too distant to be made available for the entire country. And to ask a government to establish such a number of these houses as would meet the requirements of the entire population of the Province, is out of the question. The thing is simply impossible. Under such circumstances it is a question how far the larger cities are justified in neglecting to provide for the care of that class of their inhabitants who, at no great cost, may be prevented from becoming hardened criminals. A House of Refuge was at one time built in this city, which might have included in the circle of its operations these little offenders; but the building is uninhabited, save by rats and mice. It ought certainly to be turned to some account, and in

no way could it be better used than in that we have now indicated. In Lower Canada, something of the same kind might be done. Municipal Corporations cannot, righteously, shake themselves free of the obligation which rests upon them, of taking care of the juvenile offenders, who, from time to time, appear before the judicial authorities. We by no means desire to remove from the shoulders of the supreme legislative body of the country the obligation which rests upon them. The attention of Parliament might profitably be directed to the subject, and municipal fathers would be doing a good service in rising above the petty squabbles, and the little trivialities in which they too frequently indulge, and take into their consideration so important a subject as that which has been broached by the journals of Lower Canada.—*Leader*.

3. LOWER CANADA REFORMATORY SCHOOLS.

The director of this Provincial Institution, Mr. Prieur, complains, in a communication to the *Minerve*, that it is not sufficiently known nor appreciated in the country. The school was removed some time since from Isle-aux-Noix to St. Vincent de Paul, to a building which, we believe, was formerly occupied by nuns. The number of pupils has increased from 22 in January last to 49. The establishment could accommodate 150, without increasing the number or salary of the teachers,—the only additional expense being food and raiment. Mr. Prieur thinks that pupils who serve in the school short terms are but little benefitted and not reformed; they soon come back by relapse. He recommends judges to sentence young offenders to long terms, as the most merciful course to be pursued towards them. Long terms are preferable, not only in a moral but also in an economical point of view. The culprit has time to be apprenticed, within the institution, to a trade: this generally takes three years: then his labour becomes more and more profitable, and he is thus made to pay fully for his expenses. Finally, when he leaves the school, he is not only reformed in his habits, but able at once to obtain an honest and comfortable livelihood. The pupils are reported happy; and, as an instance of the excellent discipline they have attained, it is stated that the fruit on trees in their play-ground have been left untouched by them.—*Witness*.

4. ROMAN CATHOLIC REFORMATORIES.

Six Roman Catholic reformatory schools in Britain receive £15,154 from Government. The schools contain 882 pupils, with 87 officers, or one officer to every ten children.

5. BRITISH REFORMATORY SCHOOLS.

Mr. Sidney Turner, the inspector appointed to visit the reformatory schools of Great Britain, has presented his annual report. He has to state that the number of young offenders in the 62 certified reformatories increased in the course of the year 1861 from 3,803 to 4,337, including 186 placed out on license and not yet finally discharged. In estimating the value and results of the reformatory system, we look naturally to the number of young offenders committed to prison year by year. Now, the commitments of persons under 16 will be found to have decreased since 1856 about 43 per cent. in England, allowing for increase of population. The number steadily diminished from 1856 to 1860, but in 1861 increased above 9 per cent. over the previous year; and the number of adult commitments increased still more. Various circumstances may have contributed to this increase. There is scarcity of employment, which affects especially the class of discharged criminals—a class which is every year augmenting, and the increase tells very seriously on the amount of juvenile delinquency. The returns of reconvictions show how large a proportion of this class defy the efforts made for their reformation in our convict as well as our ordinary prisons, and Mr. Turner again expresses his hope that some means will be found for the more effectual surveillance of at least the habitual criminal offenders, the men who have lived for years on the produce of their criminal or vicious habits, and have made violence or theft their profession; it is perhaps to be regretted that their sentences are often so short. Another cause of the increase of the number of juvenile commitments in 1861, is probably the over-use of reformatories. Of the whole number sentenced to reformatories in the year, more than five-eighths were sent on a first commitment, nearly a fourth were under 12 years of age, and the commitments in a large number of cases were for very petty offences, the sentence being apparently passed rather in reference to what the child was likely to become from the bad example or neglect of its parents, or from its destitute circumstances, than to its actual criminality or viciousness. Reformatories are for those who are not curable by a less expensive and less protracted system of treatment. Until the parent is made to contribute to the child's maintenance in every

possible case, Mr. Turner holds it desirable to refuse admission to children (not being orphans or really destitute) on a first commitment. Of the results of reformatories in the diminution and prevention of crime, he has to report that, after making allowance for unknown and doubtful cases, it may be taken as well ascertained that the treatment is successful in reforming at least 70 per cent.; and, considering that the system has had to deal at first with the more hardened offenders, the proportion may be expected to increase. It is rare to find in these institutions the dogged, downcast look or manner which shows that the masters are more anxious to be obeyed than to be liked or trusted; there is generally a kindness and consideration for the children which indicate right views of the work undertaken. It would be difficult to find a movement so widely spread, and embracing persons so various in their religious views and their social position, which has been carried on with so few failures and so little rivalry or dissension. Of the whole 1,031 discharges in the year, only 18 boys or girls were sent away as hopelessly incorrigible; 90 went to sea, 22 enlisted, 110 emigrated, 660 went to service or employment or to the care of friends, 27 died, 15 were discharged on the ground of health, and 89 absconded and were not recovered. The expenditure was £98,638; the Treasury payments for maintenance amounted £66,374; the parents' payments were only £2,439; contributions from the rates produced £4,750; contributions from voluntary associations and payments for voluntary inmates, £975; subscriptions and legacies, £14,136.—*Times*.

6. MORAL STATISTICS OF LONDON.

The subjoined calculations on this subject appear in a recently-published work entitled "Our Moral Wastes, and how to Cultivate them." "In the city, out of a population of 323,772 people, only 60,899 were in chapel on the census Sunday in 1851; in Lambeth, 61,664 out of 251,345; in the city, 31,575 out of 127,869; in Marylebone, 77,055 out of 370,957; in the Tower Hamlets, 82,522 out of 535,110; in Westminster, 49,845 out of 241,611; in Southwark, 31,879 out of 172,863; and in 1859 according to the evidence taken by a Select Committee of the House of Lords, notwithstanding all that has been done to induce attendance since 1851, there were sixty-eight per cent absent in Southwark, and sixty per cent absent in Lambeth, of the adult population capable of attending the means of grace. To show the moral evil which these figures represent, it has been ascertained that, if we were to analyze the population of London and compare the number of its individuals of each class with an ordinary-sized town, say a town with a population of 10,000, we should find in the vast metropolis as many persons as would fill about two towns with Jews; ten towns with persons who work on the Sabbath; fourteen towns with habitual gin-drinkers; more than ten towns with persons who are every year found intoxicated in the streets of London; two towns with fallen women, to say nothing of those who are partakers of their sins; one town with gamblers; one with children trained in crime; one with thieves receivers of stolen goods; half a town with Italians; four towns with Germans; two towns with French; while there are as many Irish as would fill the city of Dublin; and more Roman Catholics than would fill the city of Rome. Nor is this all; there are as many publicans and beer and tobacco shops as would fill two towns of 10,000 each, open every Saturday; and if we allow only twenty-five customers to each place, as representing the amount of attendance for the day, we have 500,000 people say half a million of men and women thus occupied, while 384,015 only are attending the house of God! In London there are 20,000 public-houses, and beer and tobacco shops open on the Sunday, and only 750 Protestant churches and chapels for Divine worship. In Scotland, with the same population, there are no public-houses open on the Sunday, and 2500 churches and chapels where the people attend on the means and ordinances of grace. In London we have the concentrated essence of evil within a radius from the centre point of seven miles. In Scotland the iniquity that even there abounds is spread over a surface of 1500 square miles.

7. HOMES OR HOUSES OF REFUGE FOR DESTITUTE AND NEGLECTED CHILDREN.*

At the close of my separate report for last year, I very briefly adverted to the "Boys' Home," established at Toronto during the preceding year, by some benevolent ladies, for destitute and neglected children, and cited that institution as affording an example well worthy of imitation in our other large cities.

The "Home" above referred to, though upon a small and unpretending scale, and supported wholly by voluntary contributions,

was the means of rescuing upwards of sixty unfortunate children from want and vice, in the first year of its existence.

During the last session of the legislature, the "Boys' Home" at Toronto was incorporated by act of parliament; and in the last twelve months has effected a very large and steadily increasing work of good among the unfortunate class for whose benefit it is designed.

The great object, as is generally admitted, of penal legislation and of penal institutions of every kind, is to diminish crime; and I am fully persuaded that no class of institutions, penal or reformatory, is calculated to produce so large results in this way, and at so small a cost to the community, as those institutions (whether styled "Ragged Schools," "Homes," or "Industrial Farms"), which, seeking out the neglected and perishing children who otherwise would grow up in our midst in ignorance and vice, afford those unfortunate outcasts the necessary education and training to enable them to earn an honest living for themselves.

Deeply impressed with the inestimable benefits resulting to society from such institutions, I submitted my views upon the subject to my colleagues and the Government, in a report presented to them in the early part of the year.

In that report I advocated the establishment of institutions under the name of "Homes," for the destitute and neglected children of the poorer classes; for those children, who, unless some such provision were made for them, would, of necessity, grow up in ignorance and vice. It was recommended that the Circuit or County Judges, and the Recorders of cities, should, under certain restrictions and conditions, have authority to commit such children to "Homes," regularly established, for certain limited periods. That the managers of the "Homes" should give the children a suitable training and education, and afterwards apprentice them to some farmer or tradesman, or otherwise put them in the way of earning an honest living. It was recommended that the "Homes" should be supported, mainly at least, by voluntary contributions, or by payment from the municipalities sending children to them, and that the aid of the legislature should be invoked for the purposes, principally, of legalizing the establishments, and of conferring the necessary power upon the magistrates to send the children to the "Homes," and on the managers to retain the children for the periods prescribed by law, and afterwards to apprentice them out.

It is not my intention to repeat here, in detail, the facts and arguments set forth in that report on the several topics above referred to. But there are one or two points connected with the subject which seem to demand a few words of further explanation in even this very brief memorandum.

Those points are "The necessity of Homes," and the "Classes of Children for whose benefit they are more particularly intended."

NECESSITY FOR "HOMES," &c.

Canada boasts, and with reason, of the liberal provision which she makes for the education of her sons. She offers to all her children a good education, and offers it to them free of charge. But yet it cannot be denied that a large proportion of the juvenile population, and especially of that class of the juvenile population who, from their circumstances and position in life, most stand in need of training and education, derive no benefit whatever from our admirable school system. It is, indeed, a matter of common remark that, in our large cities particularly, a great proportion of the children of the lower classes are utterly destitute and neglected, and grow up in our midst without receiving any education or training to fit them to act their part in life as honest and useful citizens.*

The existence of this large and unfortunate class of the community is wholly ignored by society, until the wretched victims of neglect and cruelty present themselves before our magistrates, and become in due course the inmates of our jails and penitentiaries.

But imprisonment in jail tends only to complete the ruin of the unfortunate child. So far from checking the growth of juvenile crime, the imprisonment of the young in jail is, in fact, itself a fruitful source of crime. The indiscriminate herding together of the young and comparatively innocent with old and hardened criminals in our common jails, has here, as elsewhere, produced in too many cases its natural fruit,—the utter degradation and permanent ruin of the more youthful and innocent prisoners. We, in Canada,

* The Honourable Mr. Justice Hagarty, in an able charge delivered to the Grand Jury of the City of Toronto, on the 12th instant, "On crime and juvenile vagrancy in the City of Toronto," gives some statistics shewing the large number of children in that city who attend no schools, public or private, and the fearfully large number of commitments to jail of children under 15 years of age. It would appear from the official documents cited by the judge, that the school population (that is, those from five to sixteen years of age) of the City of Toronto was 11,596, and that there were 2,777 (or nearly one-fourth of the whole number) not attending any school. "The number of children under 15 years of age committed to the Toronto jail for the last five years is frightfully large. The numbers are thus given by the judge:—

1858	71	1860	153
1859	90	1861	73

In Montreal the number of youths of both sexes under 16 years of age committed to the city jail last year appear, from the returns furnished to the House, to be 137.

* Extract from the Separate Report of B. A. Meredith, Esq., Prison Inspector for the year 1861.

cannot indeed escape the conviction that we have been systematically manufacturing criminals in our jails, and that hitherto our prisons, instead of being reformatory institutions, have been simply nurseries of vice and hotbeds of crime. It may indeed be said with melancholy truth that we have provided a complete system of education for this portion of our population; but in that system the jails have been our normal schools, and the penitentiary our university.

True, indeed, we have not been singular in our neglect of these helpless and unfortunate children. Older and wealthier communities than ours, even England and France, the nations foremost in the van of civilization in Europe, have, until within the last few years, been as sinfully indifferent to the fate of the pauper children in their midst as we have been in Canada.

Within the last few years, however, a great change has come over the public mind in France and England on this great social question; and in these countries, and also in the neighbouring States, institutions under the names of "Homes," "Industrial Farms," "Refuges," or "Reformatories," have been established—all intended, in a greater or less degree, to meet the wants of this large and unfortunate class.

In our own country, reformatories for juvenile offenders have, within the last few years, been established. These establishments go some way to meet the great social want. They afford an admirable moral, religious, and industrial training to the youths who enter them; but these youths are but a small fraction of the class to which they belong, who have need of such a training. To qualify himself for the reformatory, the boy must be a convict; he must have passed through a jail, and undergone the disgrace of a trial. Reformatories are therefore not available for boys who have not entered upon a course of actual crime, and made themselves amenable to the law. They, in fact, are remedial, but not preventive; their object is to reform the boy who has become criminal, not to train and instruct the pauper boy while yet innocent of crime. This is, of all others, a case where prevention is better than cure. It is better because it is more agreeable, more hopeful, more economical, more humane, and more Christian.

Homes or Refuges, such as I have briefly sketched, would form a kind of intermediate link between our common schools and our juvenile reformatories. While they partake to some extent of the character of both, they are entirely distinct, and properly distinct from both, and form, in fact, their natural and necessary supplement.

CLASSES OF CHILDREN FOR WHOM "HOMES" ARE INTENDED.

From what has preceded, it is evident that "Homes" are intended for the benefit of destitute and neglected pauper children; for children who, but for the intervention of such extrinsic aid, would receive no training or education, and who, from the circumstances in which they are placed, would be drifted, as it were, into a career of vice and crime. This class of pauper children would be found to consist principally of

1. Vicious and incorrigible children.
2. Vagrants.
3. Children without parents or protectors, or children whose parents or natural protectors, from poverty or other causes, are unable or unwilling to afford them that education which they require, and to which they are entitled.

As it is my intention to present here an outline merely of the scheme which I have submitted for the consideration of the Board and of the Government, I do not think it necessary to discuss the objections which have been urged against such a scheme. Those objections I have endeavoured to meet in the report submitted to the Government. Nor is it desirable that I should enter into any details as to the management and support of the "Homes." Upon these and all other matters of detail much valuable information can be obtained from the reports of analogous institutions in other countries, and more particularly from the reports of the refuges, which have for upwards of twenty years been in successful operation in the neighbouring States.

In concluding this brief memorandum, I am anxious to record my own strong conviction that it is not to our penitentiaries, nor yet to our jails, nor even to our admirable reformatories, but to "Homes," or some such institutions, that we must mainly look if we hope with God's blessing to "stand between the living and the dead and stay the plague" of immorality and vice around us.

8. EXTRACT FROM THE PRESENTMENT OF A KENT GRAND JURY.

The Jurors for Our Lady the Queen, upon their oath present:—That we have great pleasure in congratulating this honorable Court, ourselves and our noble country generally, upon the evident diminution of crime, amongst us, of late years. * * * Other and

more pleasing causes, are our unlimited elements of material prosperity, the industry, perseverance and success of our sturdy people; our excellent school system, and our advancement in civilization. * * * An indispensable condition from which Divine protection is to be expected, being purity of morals, we cannot doubt but increased facilities for moral and religious training in our schools, particularly in the cities and towns, may be of the highest importance.

9. EVILS OF STREET EDUCATION.

One cold, rainy day in the year 1850, a stranger came to my father's door. "Never," said my mother, "Shall I forget his countenance. He wore a look of sorrow such as I have never seen upon man before." The wind was howling mournfully down the street, and the rain beating furiously down, in fit keeping with his sorrow, and the tears that inwardly were falling upon his heart.

He said not a word, but with a trembling hand reached out to my father a paper. It was a petition, signed by many of the citizens, to delay, for a few months, the execution of his son. Young A— was a lad of only eighteen years, who then lay in prison, under sentence of death. His crime was arson.

Night after night had the city been alarmed by fires. Fire after fire followed in rapid and terrible succession that winter. So frequent did they become that no citizen retired at night without leaving everything in readiness for a fire, expecting before morning that his house would be wrapped in flames. The watch of the city was doubled, and doubled again, but seemingly to no purpose. Still factories, stables, stores, churches, and even dwelling houses were laid in ruins by the terrible torches of incendiaries. Thousands of dollars were offered for their arrest, but, undiscovered, they continued their work of destruction. At last the vigilant eye of one of the police caught young A—in the very act of setting fire to a building. He was arrested, tried, and sentenced to be immediately hung.

During the course of his trial another young man, of twenty-three years of age, was found to be his accomplice in crime, and received the sentence of death, which was executed in the fall of 1851.

The parents of A—, dressed in the deepest mourning, went with their petition to the Governor. He mercifully granted their request. The sentence was not only delayed, but was eventually commuted to "state prison for life." And, for aught I know, he is to-day dragging out his miserable life within the walls of a prison.

These young men were both members of fire companies. None worked harder than they to extinguish the fires their own hand had kindled. It was the excitement of the fire and the carousal which always followed, but most of all, their street education, which led them to their course of crime. "O," said A—, while under sentence of death, "had I listened to the entreaties of my godly mother to stay at home in the evenings I should not be here!"

In our large towns and cities thousands of young men are annually ruined by their street education. Beyond the restraints of home and in contact with the vile characters who walk our streets in evil idleness through the watches of the night, what wonder that so many perish, and perish so young! There is no place where a young man is so free from temptation as at home, and nothing will sooner lead him to ruin than a street education.—*Christian Advocate and Journal*.

10. THE POWER OF ONE GOOD BOY.

"When I took the school," said a gentleman, speaking of a certain school he once taught, "I soon saw there was one good boy in it. I saw it in his face. I saw it by many unmistakable marks. If I stepped out and came suddenly back, that boy was always studying, just as if I had been there, while a general buzz and the roguish looks of the rest showed there was mischief in the wind. I learned he was a religious boy and a member of the church. Come what would, he would be for the right."

"There were two other boys who wanted to behave well, but were sometimes led astray. These two began to look up to Alfred, and I saw, were much strengthened by his example. Alfred was as lovely in disposition, as firm in principle. These three boys began now to create a sort of public opinion on the side of good order and the master. One boy and then gradually another sided with them. The foolish pranks of idle and wicked boys began to lose their popularity. They did not win the laugh which they used to. A general obedience and attention to study prevailed."

At last, the public opinion of the school was fairly revolutionized; from being a school of ill-name, it became one of the best behaved schools any where about, and it was that boy Alfred who had the largest share in making the change. Only four or five boys held out, and these were finally expelled. "Yes," said the teacher, "it is in the power of one right minded, right hearted boy to do that."

He stuck to his principles like a man, and they stuck to him, and made a strong and splendid fellow of him."

II. Papers on Practical Education.

1. THE HALF-DAY SCHOOL SCHEME.

We have had a visit from Mr. Farrar, of Vermont, who has devoted his attention for a quarter of a century to education, more particularly to the advocacy of combining industrial and mental exercises in schools, so that the pupils shall not have more than three hours of mental work during school hours, the remaining half-day to be occupied in gardening. Mr. Farrar has laid his views before the Teachers' Association of this city. Mr. Robins, the Secretary, states that Mr. F. is "able to do full justice to the scheme by his able and enthusiastic advocacy." We have long thought that children are confined too long and too closely to study, and individuals who have given the subject attention, think that children will perhaps learn as much in three hours with out-door physical exercise, as they can in four or six hours, as schools are at present conducted. Mr. Farrar's plan of connecting gardening with our common schools is a beautiful one, and we should like to see it fairly tried. The exercise would be beneficial to health, whilst the knowledge acquired would be of great value, beside developing in the young a taste for the useful and the ornamental. There is too much forcing in mental education, often at the expense of the physical. The idea being prevalent that the body will grow strong and healthy as a matter of course, its education is seldom thought of, till its vigor is impaired, and the nervous system has lost its tone. The period of school life is one in which the greatest drain is made upon the system, and when the body most needs every agency favorable to its healthy development. We believe it was ascertained several years ago, that a majority of the girls in the Boston schools were suffering from spinal complaints, which medical men attributed to the close confinement to studies, connected with a bad position of the body, the latter often the results of weakness. The time will undoubtedly come when people will recognize the fact that any education is imperfect which does not include the training of the physical frame, and this training is probably most beneficial when connected with useful and pleasant out-door industrial pursuits.—*Witness.*

2. HAVE PATIENCE, TEACHER.

"Precept must be upon precept, precept upon precept; line upon line, line upon line; here a little, and there a little."—Isaiah, 28: 10.

If these words had been written exclusively, for teachers, they could not have been better selected or more appropriate. They embody the very essence of teaching; they point plainly to the only path which leads to true success. And yet, how trying it is to our patience to follow out the direction. "If our work could be done by one mighty effort, how pleasant it would be," we feel tempted to exclaim, "but this constant repetition, this tireless toil and these ever-thronging duties, day after day, week after week, month after month,—oh, how wearisome!" But no great results ever were, or ever will be, achieved by a single stroke of genius; and so we may as well gird on our armour, and be prepared for the slow but sure progress which patience and energy always make. Every portion of the work of education requires thorough and oft-repeated exertions. Principles must be explained and re-explained—ideas presented and re-presented, again and again, until they shall at last take root in the mind. "Precept must be upon precept, and line upon line."

In order thus to labor, faithfully and successfully, the teacher must carefully cultivate the virtue of *patience*. He will need it in the discipline of his school. However much he may desire it, his pupils will not always be patterns of propriety. It is easy for him to imagine a school where every scholar is a perfect little saint, never doing or saying anything out of the way; but he will not find it so in reality,—and if it were it would take away one wide field of usefulness from the teacher's work. As long as men and women do wrong things, just so long will children. A school can not be governed, and perfect discipline maintained, by one giant effort. It would not be surprising if the very point which the teacher dwelt with special emphasis upon in the morning, should be forgotten by a half-dozen rogues before night. And when this is the case, it does no good to scold and storm at the young offenders. "Let patience have her perfect work." Speak kindly but earnestly to them of their faults. Present to them again the motives for good conduct, and once more strive to lead them gently into the right way. Do this, not "seven times" merely, but "seventy times seven" if necessary. In all successful school government, "Precept must be upon precept, line upon line, here a little and there a little."

Again, the teacher needs patience in imparting instruction to his pupils. Let his efforts be what they may, he will find some children whose progress will be slow and almost imperceptible. Principles which seem to him perfectly lucid, ideas which appear as clear as sunlight, will oftentimes require careful and repeated explanations. But these slow-seeing minds ought not to be neglected, nor dwarfed and discouraged by impatient and fretful words. Sir Walter Scott was regarded as almost a dunce when quite young, but in after years the masterly products of his intellect thrilled the world. So, too, has it been in other cases. Minds which have seemed stupid in their earliest developments, have often exhibited a wondrous power in latter life. It is discouraging to a teacher it must be confessed, when he has toiled until his whole system is weary, to see his most earnest efforts fall powerless, and the pupil apparently remain just where he was before. But let him not despond—*nor scold*. Let him be ready to go over the same ground again, step by step, with even more energy and perseverance. No science can be learned in a day. The work of imparting instruction is patience-trying and slow. Here, as elsewhere, "precept must be upon precept, line upon line, here a little and there a little."

Teachers, likewise, need patience in waiting for the results of their labors. The harvest does not come immediately after the sowing:

"The seed must die before the corn appears,
Out of the ground, in blade and fruitful ears;
Low must those ears by sickle's edge be lain,
Ere thou canst treasure up the golden grain."

It would seem pleasant if in one term we could transform our schools into perfect models, but such is not the law of progress. We may do much towards it, yea, very much if we labor aright, yet the harvest will not all come at once. One seed will spring up here, and another there; now a blade, and then a flower will show themselves. Some seeds will germinate quickly, and others will require much patient tending beneath the genial sunshine of gentleness and love. Those classes in Arithmetic and Grammar which have caused us so much anxiety by their slow progress, are nevertheless steadily advancing. Those moral lessons have left marks which will never be erased. *The harvest is coming.*

Then, teachers, "In patience possess ye your souls."

3. WHEN IS A PUPIL TARDY.

There is quite a diversity of opinion among teachers, as to what constitutes tardiness; and, as a matter of course, there is a corresponding diversity of practice in marking pupils for tardiness. Some allow three, five, and even ten minutes after giving the signal to call the school to order, before they consider a pupil tardy. Others draw the lines nearer, but consider no one tardy who is any where in the school-room, or in the building, when the signal is given.

Now if tardiness means not in season, slow, behind time, why not make the limit where common sense would seem to put it, and make every pupil tardy who is not in his or her seat when the school is called to order? Why give any number of minutes grace? An indolent, careless pupil can hardly be expected to make a special effort to be prompt, when he knows that by being a few minutes late, he will not even be marked for tardiness. The loss of time in school to such pupils is nothing to them. They often regard it as a gain, rather.

Every school is supposed to have some kind of a summons for pupils to assemble and enter the building; such as a bell upon the building, a hand-bell rung at the door, or the old fashioned "rap" upon the window. Then there should be a signal inside of the room for commencing school. This should not be a signal for pupils to move towards their seats; but to cease talking and to commence their work; or to be in readiness for whatever exercise there may be at the opening of the school. Of course, then, pupils should be in their seats *before* that signal is given. When there is a clock (every school-room should have one) they will have no difficulty in knowing when to be in their places. In the absence of a clock, any teacher of ordinary ingenuity can arrange a signal that shall be understood by all the school. A single stroke of a small table bell is sufficient. Beyond this signal, make not a single moment's allowance. The pupil who is just entering the room, and the one midway between the door and seat, are both tardy and should be so marked. This rule should be inflexible. That it can be enforced, we know very well from experience. It is the *easiest* rule for the teacher, and when properly understood, will prove most satisfactory to pupils. It will prevent much tardiness. There can be no doubt that a want of promptness on the part of teachers, encourages tardiness in pupils.

One of the first duties of a pupil is to be in his seat when the school is called to order.]

4. AUTHORITY OF TEACHERS OVER THEIR PUPILS.

Parents should yield the entire and absolute control of the child to the authority of the school so long as he remains under its control at all. On this point of control, of authority, or government, there is some difference of opinion, especially between parents and teachers. Indeed, a large part of all direct conflict between parent and teacher grows out of this difference of opinion. Let us, then, inquire for a moment, what the authority of the teacher is, and how far it extends.

It has been contended, on the one hand, that the teacher has rightly the control of the scholar from the time he leaves home to go to school till he returns home after the school has closed; and on the other, that his control is limited to the school grounds in school hours. Now, as is usually the case, the truth lies in neither extreme view.

A teacher's legal right to control his pupil, I understand to be this: In the school-house and on the school grounds, in school hours, and with reference to school duties, the teacher has precisely the same authority over his pupil that the parent has over his child when at home and in his own house. He has the same right to admonish, the same right to censure, the same right to chastise, and to chastise with the same degree of severity. Just what would be unreasonable, and for that cause, illegal, in the one case, would be so in the other. When the parent sends his child to the public school, he surrenders to the teacher, for the time being, his own authority over the child, and all control of him whatever; so that he has no more right to demand even his person than a stranger would have, were the child at home.

If now it be asked what right of redress the child has, in case the teacher abuses his authority, I reply, the same that he has when the parent abuses his authority; and at the same time he has this additional guaranty that his rights will be enforced, namely, that in case of the teacher's abuse of power, his parent, who is his natural guardian, is always interested to see that justice is done to his child.

And I do not conceive that the teacher's legal right to control his pupil extends any farther than his moral right, nor any farther than the necessities of the case absolutely demand. I know that to the minds of many parents, there is something abhorrent in the idea of conceding to any one the absolute control of their children, even for a short time; and something more abhorrent yet in granting to another, and perhaps to a stranger, the right to decide upon the guilt or innocence of a darling child; and then, if he deems it advisable, to resort to blows. But this feeling only goes to the extent of proving that the parent is the natural protector of the child, and not that there is necessarily anything wrong in an arrangement that makes it incumbent upon him to yield his authority for a time.

The fact is, the child, at school, as well as at home, must be under the control of somebody. Now, granting that the parent has the right to interfere, even in the smallest degree, in the government of his child in the school, and what follows? Why, the school has a hundred masters instead of one, and each with his distinct, and quite likely different notions of government and discipline. Now, if you require the teacher to heed all these, you require what is beyond the power of human ability to perform. And if not, then come from parent and teacher, conflicting requirements of the same scholar. Then, when the parent orders one thing, and the teacher another, the very important inquiry arises, whom shall the pupil obey? And it is just as true of school as of national government, that its authority must be upheld at all hazards. This failing, its usefulness fails; and soon its very existence ceases.

No;—school government must, so far as the scholars are concerned, be vested in one head. The success of teachers, the good of schools, the safety of pupils, and the peace of parents, all require it alike.

I repeat, then, that it is the parent's first duty, when he sends his child to the public school, to surrender with the child, freely and entirely, his control over him.

As to the teacher's right and duty to control his pupils out of school hours and beyond the school grounds, the case is not always so clear. It is, however, well settled that the teacher has the right to detain pupils for cause, for a reasonable time after the close of the usual school hours. But the question has been asked me, "How long and how far does the teacher's authority extend?" To this no definite answer can be given; the extent of authority depending entirely upon the circumstances of each particular case, and generally being determined by the necessities of the case. In short, it may be stated as a general principle, that just so far as the maintenance of school government, and the general good and interest of the school require that the teacher should hold pupils responsible for what is done outside of school hours and school grounds, just so far he has a right to hold them responsible. This right it is no less the duty than the interest of parents to recognize and respect.—*Mr. Dunton, in Mr. Dike's Bath Report.*

5. SCHOOL MANNERS.

A few words on this subject is what many need, but what most persons would resent if addressed to them personally. It is hoped that these few words will not be taken amiss, but secure your approbation.

In the first place,—never loose your temper—on any condition whatever; how muchsoever cause you may think you have for so doing, just as surely as you do, with it you will lose the deference and respect due you from your pupils. I wish the importance of this could be appreciated. I have heard teachers shouting with rage at a scholar. Such an act is most detrimental to a teacher's success.

Nearly as unfavorable a result is attained by forming a habit of scolding. No matter how much impression is made on a school by the first act, a repetition of it weakens the teacher's influence much. It is best to form a habit never to command a scholar till he has at least refused to comply with your request. It is always better to ask a scholar to do a thing than to command him, as there are but few scholars who will not comply with a kind request willingly, while a command would needlessly irritate.

I must deprecate entirely the use of tobacco in any form. The man who uses that weed is not fit for a school-house. Chewing substances of any kind, spitting, blowing or picking the nose, cleaning the nails, or drumming or tattooing with the fingers, are habits which should be utterly abolished from the school-room.

The position is an object of importance in the school-room. The teacher should abstain from tipping back in his chair, "sitting down into himself," or placing the feet on the stove or table. He should in standing as well as sitting maintain an erect position of the body. He should in all cases avoid an indolent position.

Previous to entering the school-room, the teacher should have his face, hands, nails, and teeth, perfectly clean. His hair also should be neat. Inattention in these particulars will have its influence on the pupils. The teacher should move about the room as quietly as possible, and to accomplish this end he should discard all "creaking boots" and wear slippers. His linen should be scrupulously neat. He should do his best to keep dirt from the floor and seats. His stove should be kept clean; his books in order on his desk, not in confusion, and free from dust.

While the teacher should avoid noise and be quiet in the school-room, he should show energy. This covers a multitude of sins. The energetical man is the man for the world; other men may succeed, but none so easily as he. In short, the teacher should be a perfect gentleman in the school room, if nowhere else. He should recollect that his pupils are receiving impressions which years, perhaps, cannot efface, and which will have a lasting influence on their characters. "A word to the wise is sufficient."

6. POLITENESS IN CHILDREN.

It is a graceful habit for children to say to each other, "Will you have the goodness?" and "I thank you." We do not like to see prim, artificial children; there are few things we dislike so much as a miniature beau or belle. But the habit of good manners by no means implies affectation or restraint. It is quite as easy to say, "Please give me a piece of pie," as to say, "I want a piece of pie." The idea that constant politeness would render social life too stiff and restrained, springs from a false estimate of politeness. True politeness is perfect ease and freedom. It simply consists in treating others just as you would like to be treated yourself. A person who acts from this principle will always be said to have "sweet, pretty ways with her." It is of some consequence that your daughter should know how to enter and leave a room gracefully; but it is of prodigiously more consequence that she should be in the habit of avoiding whatever is disgusting or offensive to others, and of always preferring their pleasures to her own.—*Home Journal.*

7. A WORD TO THE BOYS ON POLITENESS.

When the Duke of Wellington was sick, the last thing he took was a little tea. On his servant's handing it to him in a saucer, and asking him if he would have it, the Duke replied, "Yes, if you please." These were his last words. How much kindness and courtesy is expressed by them! He who had commanded the greatest armies in Europe, and was long accustomed to the tone of authority, did not despise or overlook the small courtesies of life. Ah, how many boys do! What a rude tone of command they often use to their little brothers and sisters, and sometimes to their mothers. They order so! This is ill-bred and unchristian, and shews a coarse nature and a hard heart. In all your home talk, remember—"If you please." Among your playmates, don't forge "If you please." To all who wait upon or serve you, believe that "If you

please" will make you better served than all the cross or ordering words in the whole dictionary. Don't forget three little words—"If you please!"—*Godey's Lady's Book.*

III. Biographical Sketches.

No. 42.—DAVID KINNEAR, ESQ.

We deeply regret to hear of the death of David Kinnear, Esq., for many years the senior editor and proprietor of the *Montreal Herald*. He died on the 20th of November, after a long illness. Mr. Kinnear was born in Edinburgh, in 1807, and was therefore in his 55th year. He was the son of Mr. Kinnear, the celebrated Scottish banker, and studied for the Scottish bar, to which he was admitted as a member, but never followed the profession. In his youth, we believe, he was acquainted with many of the literary celebrities who shone at the beginning of the present century, particularly with Sir Walter Scott, Mr. John Murray (the publisher), and Hogg (the Ettrick Shepherd.) Mr. Kinnear came to this country about 25 years ago, and bought a farm in the Eastern townships. During the rebellion he was appointed a stipendiary magistrate in that part of the country, and lived for some years in Napierville and Frelighsburg. Coming to this city, he edited for some time the *Montreal Gazette*; and from this journal he went to the *Montreal Herald*, with which he has been connected for about 18 years. His earlier political opinions were Conservative; but latterly they inclined to the Liberal side, and he acted with the party which has been called "Rouge." He belonged to the Church of England up to the time of his death. He has left behind him a wife and a large family. Mr. Kinnear was a man of reading, as well as an acquaintance with the world, and his stock of information was large,—a fact which his writings exhibited. His loss will be regretted by many friends whom he has left behind him in this city and the Eastern townships. There have been times at which political controversy may have been bitter between him and us—perhaps too bitter; but this we can say, that never at any time when political strife or the rage of party waxed hottest, were the private relations of friendship between him and the present conductors of this journal ever interrupted. Mr. Kinnear did not, as we have tried not to do, on any occasion sink the character of gentleman in the political partizan; and his fair name was not soiled by any dishonour. His grave is too early found, and none but kindly memories of ours will follow our brother journalist there.—*Montreal Gazette.*

No. 43.—DAVID THORBURN, ESQ.

The funeral of the late David Thorburn, Esq., took place at Stamford. His neighbours of all sects and all parties marked by their presence their sense of the bereavement they had suffered. Many old friends from great distances attended to pay the last tribute to departed worth. Deputations from the chiefs of the Six Nations and Mississauga Indians were there. With these people he had for many years been officially connected. They had for many years looked up to him as their counsellor and friend, and they manifested genuine grief at his departure. Mr. David Thorburn was born in Roxburghshire, Scotland, and came to this country in the year 1817. For many years he successfully followed mercantile pursuits and gained the esteem and respect of all with whom he had any business transactions. His love of political science, and the possession of a well stored mind, to which may be added ready powers of debate, soon marked him out as a fit person to represent what was then called the South Riding of Lincoln in Parliament. His election in 1834 was severely contested, being only gained by a majority of one; but such was his devotion to all his constituents that in the two succeeding contests for the same district his majorities successively increased, till, on presenting himself to the electors for the fourth time, he was returned by acclamation. For many years he also held the honourable and responsible appointment of Warden of the old Niagara District, which then included the three important counties of Lincoln, Welland and Haldimand; and several valuable tokens of esteem and respect for him, whose chief aim was to watch over and benefit those who had entrusted him with their confidence, were from time to time presented to him. The severe loss and mortification which, at the height of his fame as politician and warden, he suffered by the failure of the Suspension Bridge Bank, in 1844, in which he was a Director—unfortunately a nominal one—weighed heavily upon him. Trusting and confiding himself, he was but little suspicious of the designs of others, and his altered position from this circumstance determined him to take leave of public life. His popularity in Parliament, however, was so great among all parties—for all admired his liberality of sentiment, his earnest manner in debate, and his unas-

suming and gentlemanly bearing towards all with whom he might happen to differ—that even in the moment of reverse of fortune Sir Charles Bagot's Government offered him a seat in the Cabinet as Inspector General, which, however, he declined to accept; and, although strongly advised by his political friends to remain amongst them, he took his final leave of politics on being appointed by the same Government to the office of Indian Superintendent. This office, as is well known, he filled with great efficiency, and applied to it the same energy and devotedness that had characterized his conduct as a politician, and which, as we have already said, won for him the love and respect of the Six Nations, who loved to address him as their father, and he them as his red children.—*Globe.*

IV. Miscellaneous.

THANKSGIVING-DAY.

Come, uncles and cousins, come, neices and aunts;
Come, nephews and brothers—no wont's and no cant's:
Put business and shopping, and school books away,
The year has rolled round—it is Thanksgiving Day.*

Come home from the college, ye ringlet-haired youth;
Come home from your labours, Ann, Katy, and Ruth;
From the anvil, the counter, the farm, come away,
Home, home with you, home, it is Thanksgiving Day.

The table is spread, and the dinner is dressed—
The cooks and the mothers have all done their best;
No caliph of Bagdad e'er saw such display,
Or dreamed of a treat like a Thanksgiving Day.

Now children revisit the darling old place,
Now brothers and sisters long parted, embrace;
The family ring is united once more,
And the same voices shout at the old cottage door.

The grandfather smiles on the innocent mirth,
And blesses the Power that has guarded his hearth;
He remembers no trouble, he feels no decay,
But thinks his whole life has been Thanksgiving Day.

Then praise for the past and the present we sing,
And trustful await what the future may bring;
Let doubt and repining be banished away,
And the whole of our lives be a Thanksgiving Day!

2. THE CROWN PRINCE AND PRINCESS OF PRUSSIA.

(Paris Correspondent of the *Montreal Herald*.)

From one of the most trusted and trustworthy of the Physicians of the Royal Family of Prussia, and from one of the Foreign Ministers resident of the Court of Berlin, who have recently been here I learn that, the young couple on whose heads will descend, in the natural course of things, the Crown of Prussia, is one of the happiest to be found in any station upon the surface of our little planet, the husband and wife mutually adoring each other, and outrying one another in their adoration of the two babies, who have already made their advent in the nursery to which the Prussians are looking with so much satisfaction. The Crown Prince never touches spirits, takes very little wine, and rarely goes beyond a single glass of beer. The young couple live in a pretty little palace, in a new street, called the *Victoria Strasse* in honor of the Princess; and they are to be seen, two or three times a day, walking out, arm in arm, or in their favourite little low open carriage, which the Prince always drives himself, chatting and laughing, evidently in the gayest spirits, and on the best possible terms with each other. Since the death of the Prince Consort, which has been a terrible blow to them, the young pair are, of course, much less gay in manner than formerly; but their good understanding is not likely to have been impaired by the great sorrow which they have shared together. The Princess possesses a very clear and sound head, an excellent heart, and a very resolute will; she never interferes in matters not fairly coming within the sphere of her present position and duties, but, whenever she can act with effect, her action is very decided. She has not introduced all manner of English ways into her own housekeeping arrangement, but has quietly got rid of several scores of little troublesome matters of detail in the stiff formalities of Court-etiquette hitherto held sacred within the precincts of Prusso-royal rigidity. The King and Queen are extremely fond of her, and let her have her way, from sheer affection for her, on many points in

regard to which it is probable that they would have preferred seeing her manifest more respect for their martinet ideas. The Queen, a goodhearted and intelligent, but rather haughty woman, loves her daughter-in-law with enthusiasm, and never speaks of her without some endearing epithet, "my beloved daughter," "my darling Victoria," and so on. When she first went to Berlin, she was very naturally the object of every sort of flattering attention at Court, and the praises of her grace, her goodness, her *esprit*, and all the various qualities attributed to her, were dinned into her ears until she was tired of hearing of them, till, one day, when she had been informed of her perfections until she could stand it no longer, she rose from her chair, saying with a laugh, "Dear Ladies, you are certainly extremely kind, and my Royal Highness is really very much obliged to you," bowed gaily to the astonished circle of courtly flatterers, and tripped merrily out of the room.

Whatever she does, or declines to do, she invariably justifies by the remarks, "It is always so in Mamma's household;" or "Mamma never does so," and she has more than once met some attempt to shew her that certain unceremonious doings of hers are not "proper" in a Crown-Princess, by the conclusive remark, "Mamma is Queen of England, and she does so and so; it cannot therefore be improper for me to do so."

The young mistress of the little palace had no sooner got her furniture in order than she took in hand the women-servants of her establishment, insisting that they should wear white caps and white aprons, as in England. Finding that their young mistress was firm in her resolution, the servants decided that it was better to keep a good place than throw it up, even at the sacrifice of their darling display. None of the maids left the palace; and two days afterwards every shiny head was duly shrouded in a neat white cap of the English pattern. It is said that caps are now becoming quite common among the servant girls of Berlin.

Whenever the Prince and Princess give a State dinner in their little palace, the latter has the two babies brought in, as a matter of course, at the desert; a thing unheard of in the annals of Prussian royalty. My informant was present, with the rest of the *élite* of the diplomatic circle, at a diplomatic dinner given by them a couple of days before he left Berlin. He says that the two children, charmingly dressed, fat, happy, and merry, were brought in to the dining-room as soon as the cloth was removed, the baby being placed in the lap of its proud young mother, the elder child on its father's knee, and duly complimented, admired, and allowed to take a minute drop of wine, and a little fruit, with as little ceremony as though they were not a king's grand children.

"The sight of the happy young couple, their delight in their babies, and the pleasant domestic atmosphere of their home, all struck me as constituting one of the pleasantest sights I have ever seen in my diplomatic career; and I heard the same feeling expressed by others of the guests," said the diplomat in question, in recounting the scene.

"The amount of influence exercised by the Princess," observed the same gentleman, "is really most remarkable, when one considers how very young she is, and how extremely stiff are the Prussian court and the people of Berlin in their notions. Her influence is felt in every direction, and is always most beneficial. With her common-sense English ideas and habits, her liberal and progressive sympathies, her constitutional predilections, and above all, her frankness, simplicity, directness, and her genuine goodness and kindness, she is doing wonders among those slow German heads, and her presence in the Court of Prussia is a blessing alike to its princes and its people."

The Princess is, as may well be imagined, a general favourite with all classes. My diplomatic friend, who has often witnessed the cordiality with which the young pair are received on all public occasions, happened to be passing along the Victoria-Strasse, not long since, on some public anniversary (the King's birth-day, if I remember rightly), just as a crowd had assembled under the windows of the Crown Prince's palace, and were cheering its inmates in a lusty style. One of the windows soon opened, and the Prince and Princess came out upon the balcony, the latter leading out her little son and the former carrying in his arms the baby, which he held up, with a smile, to the admiration of his future lieges, tossing it up and holding it up above his head, while the little creature stuck its little fat thumb into its mouth alternately sucking it and laughing, and crowing in a state of great delight, cheered the Prince and his family more lustily than ever.

The Princess keeps up all her old habits and avocations. She paints very well, is a very good musician, reads a great deal, and takes an active interest in her household. She is very fond of gardening; and, in her letters to her family, gives careful directions for the training, pruning, and manuring of their favourite trees and plants, all planted with her own hands, in her gardens at Windsor and at Osborne. One lady, much at our own Court, tells me she has often seen her, before her marriage, coming in from an hour or two's hard

work among her pots, with her apron full of green peas, or early potatoes, which she was carrying to the kitchen, with an injunction that they were to be sent up in a dish by themselves to the Queen. Another tells me how she has often seen her busy among the pans of milk and cream, in her own private dairy, or with her arms covered with flour up to the elbows, deep in the manufacture of cakes and pies, in the beautiful little kitchen set apart for the house-keeping experiment of the royal children, where they mixed up dough, whipped up syllabubs, baked, boiled, stewed, and did just as they pleased; the milk and butter, the eggs and the fruit, being all of their own raising.

The Princess Victoria, a favourite with all who knew her, and said by those acquainted with the members of the Royal Family of England, to be as good and charming as she is clever, is an especial favorite with the Empress Eugénie. During the visit of the Emperor and Empress to England, the latter contrived to procure, from some one about the Princess, the most exact measures of her person, and of the various articles of her toilette. From these measures, on her Majesty's return to Paris, she caused a doll to be made, exactly representing the Princess; and, for this doll, a *trousseau*, including every item of a most complete wardrobe, was prepared, by the first makers of the capital. Dresses, bonnets, mantles, shawls, shoes, underclothes, everything that a young lady can be supposed to wear, were made for this doll, under the Empress's personal superintendence, and all of the richest quality, and in the most exquisite taste. The whole was then sent to the Princess by the Empress, with a charming letter, begging her acceptance of the doll and her wardrobe. The beautiful and costly gift, presented with such ingenious delicacy, was received by the young Princess with very natural pleasure; and many of the articles of her doll's wardrobe were worn by her while at the Tuilleries, when she came to Paris with the Queen, Prince Albert, and Prince of Wales, in 1855.

How many changes seven short years may bring. How little was it supposed, when all Paris was agog for a sight of the sovereign who was rightly declared to be as exceptionally happy in her domestic relations as preëminent in the dignity and splendor of her throne, that the lapse of so brief a period was sufficient to change that happiness into mourning, and shroud the splendor of that position in the gloom of a bereavement for which even the possession of a throne can offer no consolation.

8. ENGLISH SCHOLARS AND STATESMEN.

It is nothing new for English statesmen to be accurate and profound scholars. Curran, the Irish orator, carried his Virgil always in his pocket; and his biographer found him crying over the fate of the unhappy Dido, in a storm at sea, when every other person on board would have seen Dido hang up at the yard-arm with indifference.—Fox, the English orator, statesman, and historian, complains, in his letters, of the interruptions of politics, while he speaks with delight of whole days devoted to the classics. Sheridan pored over Euripides day and night, and drew from the Greek poet the inspiration of his eloquence. Pitt was the best Greek scholar in the kingdom—so says Lord Grenville, who was his constant companion in such studies. His apartments were strewn with Latin and Greek classics; and they were, at all suitable times, his favourite theme of conversation. Sir Robert Peel won the first honours of the University, at Oxford, both in the classics and the mathematics. In his inaugural address, when entering on the lord-rectorship of Glasgow University, he declared that "by far the greater proportion of the chief names that have floated down, and are likely to remain buoyant on the stream of time, are those of men eminent for their classical tastes." "Take the Cambridge Calendar, or take the Oxford Calendar for two hundred years," says Lord Macaulay, "look at the Church, Parliament, or at the Bar, and it has always been the case that the men who were the first in the competition of the schools were the first in the competition of life." And so thoroughly are the leading minds in Great Britain convinced of this truth, and the practical interest which it involves, that by a recent law of Parliament, civil and military appointments at home and in India are based on competitive examinations in classical and mathematical studies. We are not surprised, therefore, when we see statesmanship and scholarship go hand in hand in Great Britain.—*Bibliotheca Sacra*.

4. MORAL EFFECTS OF THE VOLUNTEER MOVEMENT.

Among the papers read at the recent Social Science Congress, was one by Captain Macgregor, of the London Scottish Corps, on the "Moral, Social, and Hygienic effects of the Volunteer Movement." We select the portions relating to the moral effects, and omitting the arguments to show that the uniform, drill, discipline,

etc., must have a favourable tendency, come to the practical testimony: What is the effect of this upon a man's general character? An energetic officer of Volunteer Engineers writes as follows:—

"With rare exception, I find the men are decidedly improved in manner, character, and conduct. I have found that desire for promotion and to be considered a smart 'drill' has had the effect of counteracting any tendency to idle habits. Moreover, the study that is necessary to become acquainted with the duties of engineers has left but little time for dissipation and vice. I have found that many men in my company have not only attended the drills twice a-week, but also lectures and classes on field-works. I am particular in ascertaining the reason for irregular attendance at drill, and I have strong grounds for believing that idleness very rarely, and dissipation and vice never, has been the cause."

Another correspondent says: "The check is in the mixture of classes producing (1) a dislike, which gradually becomes habitual, to do that which the conscience or the decencies of society forbid in the presence of a superior; (2) the reflection that that which is evidently objectionable when committed by our inferiors under our eyes must be unbecoming and 'low' in ourselves."

A member of one of the largest corps in London says:

"Many men whose conversation was most objectionable and most vicious, gradually learned that their common tone of thought and conversation was offensive to many of their comrades, and I believe really were ashamed of it, and endeavoured to restrain it."

The effect is not only upon a man, a company, or a regiment, but is visible throughout a whole town or district at once.

A colour-sergeant of the Edinburgh Volunteers says:—"I believe that the movement has been an enemy to idleness, dissipation and vice." And an officer in Scotland mentions a case in which a volunteer once addicted to drinking was reclaimed by the effect of a quiet rebuke, upon which his mother went to the commandant, and "thanked him for his kind and faithful dealings with her son."—*London Record*.

5. CHARACTERISTICS OF THE SOUTHERNERS AS DEVELOPED BY THE WAR.

The Rev. Dr. Bellows, an abolition clergyman of New York, recently addressed a convention of Unitarians, and in the course of his remarks said:—"No candid mind will deny the peculiar charm of Southern young men at College, or Southern young women in society. How far race and climate, independent of servile institutions, may have produced the Southern chivalric spirit and manners, I will not here consider. But one might as well deny the small feet and hands of that people as deny a certain inbred habit of command; a talent for political life, and an easy control of inferiors. Nor is this merely an external or flashy heroism. It is real. It showed itself in Congress early and always by the courage, eloquence, skill and success with which it controlled majorities. It showed itself in the social life of Washington by the grace, fascination, and ease, the free and charming hospitality by which it governed society. It now shows itself in England and in France by the success with which it manages the courts and circles of literature and fashion in both countries. It shows itself in this war in the orders and proclamations of its generals, in the messages of the rebel Congress, and in the essential good breeding and humanity (contrary to diligently encouraged impression) with which it not seldom divides its medical stores, and gives our sick and wounded as favourable care as it is able to extend to its own. It exceeds us at this moment in the possession of an ambulance corps. I think the war must have increased the respect felt by the North for the South. Its miraculous resources, the bravery of its troops, their patience under hardships, their unshrinking firmness in the desperate position they have assumed, the wonderful success with which they have extemporized manufactures and munitions of war, and kept themselves in relation with the world in spite of our magnificent blockade; the elasticity which they have shown in threatening again and again our capital, and even our interior, cannot fail to exert an unwilling admiration and respect. Well is General McClellan reported to have said (privately) as he watched the obstinate fighting at Antietam, and saw them retiring in perfect order in the midst of the most frightful carnage, 'What terrific neighbours these would be! We must conquer them or they will conquer us.'"

6. "MY WIFE AND CHILD."

[A correspondent, "Southron," sends us the following, with a request for its publication in our columns. It is from the pen of the famous "Stonewall" Jackson, written while he was with the United States Army in Mexico, of which army he was then, as he is now of the Confederate, a brave and efficient officer. Our correspondent thinks Gen. Jackson must be accorded the merit of a true

post. The pathos of poetry and true affection were never more justly delineated.]

The tattoo beats—the lights are gone;
The camp around in slumber lies;
The night with solemn pace moves on,
The shadows thicken o'er the skies;
But sleep my weary eyes hath flown
And sad, uneasy thoughts arise.

I think of thee, oh, dearest one,
Whose love my early life hath blest—
Of thee and him—our baby son—
Who slumbers on thy gentle breast;
God of the tender, frail and lone;
Oh, guard the gentle sleepers rest.

And hover, gently hover near
To her whose watchful eye is wet—
To mother, wife—the doubly dear,
In whose young heart have freshly met
Two streams of love so deep and clear—
And cheer her drooping spirits yet.

Now, while she kneels before Thy throne,
Oh, teach her, Ruler of the skies,
That while by Thy behest alone
Earth's mightiest powers fall or rise,
No tear is wept to Thee unknown,
No hair is lost, no sparrow dies!

That thou can'st stay the ruthless hands
Of dark disease, and soothe its pain;
That only by Thy stern commands
The battle's lost, the soldier's slain,
That from the distant sea or land
Thou bring'st the wanderer home again.

And when upon her pillow lone
Her tear-wet cheek is sadly pressed,
May happier visions beam upon
The brightening current of her breast—
No frowning look nor angry tone,
Disturb the Sabbath of her rest.

Whatever fate those forms may show,
Loved with a passion almost wild—
By day—by night—in joy or woe—
By fears oppressed, or hopes beguiled,
From every danger, every foe,
Oh! God protect my wife and child!

THOMAS JEFFERSON JACKSON.

V. Educational Intelligence.

CANADA.

— **WHITBY SCHOLARSHIP EXAMINATION.**—The competition for the scholarship in the Senior County Grammar School for the County of Ontario for 1882-3, which were instituted by the Head Master, William McCabe, Esq., took place in the Grammar School Buildings last Tuesday. After a careful examination, conducted by D. Beach, Esq., the first scholarship was awarded to Charles H. Olreke, of Pickering, and the second to William H. Flint of East Whitby, both of whom, we hear, acquitted themselves with much credit. These scholarships appear to be serving a good purpose in bringing together pupils from different parts of the county, thus exhibiting the comparative efficiency of the respective schools. This was the first year the scholarships have been open to the county, and we hope, when the value of them becomes better understood, to see the number of competitors greatly increased. Mr. McCabe deserves much credit for the interests he has taken in his profession, and in the welfare of students, in instituting these scholarships. His endeavours in this respect cannot fail to avail him in securing the assistance of the County Council—at least, we think they ought not.—*Whitby Chronicle*.

— **SCHOOL DRILL.**—The Port Hope *British Canadian* says:—We understand that it is in contemplation by the Board of School Trustees, to engage the services of Sergeant-Major Simms, for the purpose of drilling the pupils attending the Union School. We some time ago

recommended the introduction of military exercises, and we are glad to see that the Board have taken the matter in hand.

— **ROMAN CATHOLIC SEPARATE SCHOOL PRESENTATION, PETERSBORO'.**—*"Dear Miss Meany,*—We, the children of the Roman Catholic Separate School, having long enjoyed the benefit of your assiduous attention to our moral and educational improvement, have long desired an opportunity to testify to you the deep sense of gratitude for your zeal for our advancement. Through the kind offices of a few friends the long wished for occasion now presents itself. The trivial offering of a pair of candlesticks and snuffers is but a slight attestation of the love and respect we ever shall entertain towards you." Miss Meany replied as follows:—*"My Dear Pupils,*—Your offerings and expressions of love and gratitude are most gratifying to me. During the eight years I have had charge of this school I have daily seen your love and respect for me in your docility and ever ready obedience. This, as well as the pleasure of doing good, has rendered my work very agreeable. In returning you and your very kind friends my most heartfelt thanks, I assure you that the recollection of this day will aid my sense of duty in labouring for the advancement of the children confided to my care, not only in the knowledge useful in this life, but also in that which leads to eternal life."—*Review.*

— **LAVAL UNIVERSITY.**—We have read with great pleasure a short history of the Laval University in this city, published lately by Messrs. Côté & Co., Quebec. The charter was granted in 1652, and the institution owes its origin to the enlightened policy of the Catholic clergy of Canada, and to the liberality of the Seminary of Quebec. It has been erected and endowed solely from the funds of the Seminary, or monies raised on its credit, and has already cost upwards of £74,000. The library and Museums are among the best on this continent, and are yearly increased on a scale of princely munificence. In the academic year of 1880 and '81, the expenses were \$14,626 81, and the receipts \$2,693 33. The determination has been to fix as high a standard of qualification as possible, so that those who should be fortunate enough to take their degrees there may rank as high as the alumni of any University in Europe or on this continent. The late lamented Mr. Cassault, first Rector, a gentleman respected and admired by all who knew him, had his heart and soul in the success of the undertaking, and his favourite maxim was "quality not quantity." There are now in existence four courses of lectures, on Theology, Law, Medicine and Arts. As is natural, in so new an University, the number of those who follow the curriculum is not numerous, but the many advantages held forth to our youth, and especially to the Catholic youth of Canada, require only to be known to fill its halls. To the English-speaking students, considerable difficulty is presented by all the lectures of some of the chairs being delivered in French, but this, we believe, has arisen from accidental circumstances, and, in the course of time will, no doubt, be removed. Of this University, self-supported and independent of government aid, Lower Canada has reason to be justly proud, and to the enlarged liberality which originated, created, and foster it, all fathers of families are deeply indebted. The Seminary of Quebec, by their conduct in this matter, have shown how fully they recognise that education, enlightenment and religion go hand in hand, and that in the words of the German philosopher, "knowledge is the torch of Christianity." It is stated that negotiations have been commenced for the purpose of affiliating all the Roman Catholic classical colleges of Lower Canada to Laval University. The *Journal de l'Instruction Publique* says that the Rector of the University and the Director of studies of the Quebec Seminary recently visited Montreal and St. Hyacinthe on business connected with this movement.—*Quebec Chronicle.*

— **INAUGURATION OF MORRIN COLLEGE.**—The Inauguration of this College was held on Thursday evening at the Masonic Buildings, St. Louis Street. The room in which the ceremony was performed is small, and a great number of visitors could not therefore be accommodated. The room contains an oil painting of the late Dr. Morrin. The likeness is very striking, and is suspended beneath a canopy tastefully arranged. There is also an elevated dais with a chair for the Principal. The chair was taken by the Rev. Dr. Cook, Principal, at half past seven o'clock. He briefly explained the circumstances under which the Morrin College had been established, and in accordance with the express desire of its lamented founder, now no more, Dr. James Morrin, and as set forth in the Deed of Gift. A commencement had been made under hopeful auspices, and he (Dr. Cook) therefore pronounced Morrin College duly opened. After an appropriate prayer, the students, eighteen in number, then came forward and signed the roll of the College. Dr. Cook then proceeded to define the purposes of the College, which was not intended, he remarked, to be solely

a school of Divinity, although the wish of the founder would be carried out—namely, that proper provision should be made for young men desirous to enter the ministry of the Church of Scotland. It was rather intended to form and train the minds of young men by means of a thoroughly liberal collegiate course, so necessary as a preparation for the choice of a profession; so useful and dignifying to those who follow the honourable calling of mercantile pursuits. With regard to the prospects of the college, he would remark, that they were much better than could have been anticipated, and it was his (Dr. Cook's) ardent hope that the intention of the founder should, in every particular, be followed out. The Rev. Mr. Hatch then delivered his introductory lecture. As we understand it is the intention of this gentlemen to prepare his lecture for public circulation in pamphlet form, it will also be more satisfactory to read his clever address entire than a mutilated synopsis, which we are now only in a position to publish. The accommodation afforded to members of the fourth estate was not as complete as might have been expected; but this deficiency we overlook when taking into consideration the smallness of the apartment in which the ceremony was held.—*Quebec Daily News.*

— **RIMOUKI COLLEGE.**—We understand that the Industrial and Agricultural College of Rimouki has been opened in the old church of St. Germain, which was obtained for that purpose, the building formerly occupied by that institution having been found altogether too limited. There are 120 pupils attending the courses. Besides the director, the Rev. Abbé Potvin, there are five professors conducting the several departments. Efforts are being made to collect a suitable library, composed mainly of works relating to arts and agriculture, for the use of the students.—*Quebec Chronicle.*

BRITISH AND FOREIGN.

— **ENGLISH INDUSTRIAL SCHOOLS.**—A return respecting certified industrial schools, made up to the end of March, states that there are 26 such schools in England, and 18 in Scotland; and that the whole number of children in them under magistrates' orders was at that date 339 in England, and 288 in Scotland. Seven of the schools in England have been certified under the Act of last session, and the return gives a list of the children committed to these by magistrates—some for stealing, others for begging, or for being destitute or without home, or "sleeping out," and three for not being under control, two of the three being sent on the prosecution or application of the mother.

— **RAGGED-SCHOOL UNION, ENGLAND.**—In connection with the Union there were in 171 school buildings 201 Sunday-schools, with 25,000 scholars; 172 day schools, with above 18,000 scholars; and 211 evening schools, with above 9,000 scholars. The industrial schools were 3,600, and the voluntary teachers numbered 2,800. The appeal for a special fund of £3,000 had been responded to, to the extent of £2,000, and it was hoped that the other £1,000 would soon be forthcoming. The gross income had been £8,600.

— **EDUCATION OF THE NEGRO RACE.**—A meeting was lately held in London, for the purpose of promoting a scheme for the education of the negro race, along with the whites, in the New York Central College, under the presidency of the Rev. C. P. Grosvenor, D.D. Mr. Outhwaite presided, and the scheme was advocated by the Rev. Dr. Grosvenor, Rev. Dr. Hugh Allen, Rev. C. Stovel, Hon. and Rev. Baptist Noel and others.

— **TRINITY COLLEGE, GLENALMOND.**—The Scotch papers contain an interesting account of the annual commemoration of this College, which, under the management of its Warden, Dr. Hannah, who has this year been elected Bampton Lecturer at Oxford, seems fast winning its way to the foremost rank among the educational institutions of Great Britain. Amongst the pupils to whom Honours were awarded, we observe with pleasure the name of young Lord Bruce, Lord Elgin's eldest son, who was born at Quebec in 1849. Lord Bruce is noted as Dux of the Third Form, also as First in his class of Modern Languages, and the gainer of a First Prize determined by the general examination. It is gratifying thus to see the son of our former distinguished Governor, giving such early promise of thus honourably maintaining the dignity of his ancient house.

— **BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.**—The annual meeting of this association took place at Cambridge, on the 1st ult. Interesting papers were read by Professors Owen, Huxley, Harley, Ansted and others of eminence; and discussions took place, in which some of the most learned and able men in the United Kingdom participated. There was a large and brilliant attendance of visitors.

— **ANNUAL REPORT ON ENGLISH EDUCATION.**—The Committee of the Privy Council have issued the report of their proceedings in 1861, of which the *Times* of this morning gives the following summary:—In the course of the year the number of schools, or departments of schools, under separate teachers, which were inspected, increased by 497, the number of children by 65,758, of pupil teachers by 742, of certificated teachers by 987; of students in training for teachers 43; new school accommodation was created for 47,103 children. The 60 inspectors visited 10,900 daily schools, or departments of schools, and found present in them 1,028,690 children (five boys to four girls,) 8,069 certificated teachers, and 15,498 apprentices. The inspectors also visited 39 training colleges for teachers, occupied by 2,869 students, and examined these and 2,782 candidates; besides visiting 442 schools for pauper children, containing 30,000 inmates, and 58 ragged or industrial schools, containing 4,411 inmates. The Privy Council Committee notice that while making a certificated teacher a condition of annual grants, they have provided for the granting of certificates to younger and humbler classes of candidates for service in small schools, and that they are now engaged in revising the subjects wherein teachers are required to be examined. Teachers' certificates are not the monopoly of a class; they are not confined to former pupil-teachers or to students from normal schools, but any teachers whatever, who have obtained two favourable reports by the inspector upon their schools, may be presented by their employers as candidates. The Committee express their hope that by the encouragement they have given to the instruction of infants, as a foundation, and to the instruction of evening scholars, as a continuance of the elementary day-school, a road has been marked out for the solid and suitable education of the classes who support themselves in independence by manual labour. This, indeed, is not the whole of the work to be done; but the education of the pauper class, on the one hand, and of the emigrant or criminal class, on the other, are now rigidly dealt with by legislation as separate parts of the question; and with, by way of supplement, the Missionary action of Sunday-schools and ragged-schools, the Committee feel justified in expressing a confident hope that no part of the great field of education for the poor remains unknown or uncared for, and that in the midst of many difficulties and more differences progress is being everywhere made. A subsidiary measure of great importance consists in the increased powers now vested in the Charity Commissioners for dealing, by a cheap and expeditious process, with small endowments; and the responsibility thrown by recent measures upon the local managers of schools is likely to direct their attention to their resources derivable from an improved application of existing endowments.

— **BRITISH MILITARY EDUCATION.**—The report of the Council of Military Education for 1861 has been published. It appears that for more than 88 per cent. of the men in the ranks the most elementary education is required; 19 per cent. can neither read nor write; and above 19 per cent. can only read but not write. 744 per cent. have a superior degree of education; the remaining 54 per cent. can read and write. The great hindrance is an irregularity of attendance. Attendance of soldiers at school is no part of military discipline, and cannot be legally required. The Council submits that there would be no hardship in its being made obligatory upon every recruit to learn to read and write before he is dismissed to duty, and becomes less able to give regular attendance at school. School fees for adults have been already abolished, except for the more advanced classes; but to retain fees for these is a tax upon progress, and as it is found that the men generally leave school as soon as they are called upon to pay, and only return in order to qualify for promotion, the utmost received is not considerable, and the Council are of opinion that the sacrifice of the fees would be more than compensated by the advantage which the service would derive from having in its ranks a large number of men possessed of a respectable degree of education. In the Royal Artillery and the Foot Guards education had received due attention of late, and the result has been that the proportion of men unable to read and write has been reduced nearly one-half since 1858—in the Artillery from 40 per cent. to 25, and in the Foot Guards from 20 per cent. to 11. Where the officer in command affords to the school his countenance and support, the result is that the educational system attains its full development, non-commissioned officers and men alike profit by it, and a taste is acquired for other pleasures than those of the public-house. The Council report that the machinery for education is good and ample, and they are confident that the extension of elementary education among the men will be carried far beyond the present unsatisfactory limits as soon as the one great impediment which now exists, namely, the irregu-

larity of the attendance, shall be wholly or even partially removed. This report, the first since the transfer of the supervision of the schools of the army from an Inspector-General to the Council, is signed by Lieutenant-General Knollys, Major-General Portlock, Canon Mosely, and Colonel Elwyn and Addison.—*London Educational Times.*

— **RELIGIOUS INSTRUCTION IN ARMY SCHOOLS.**—The Secretary of State for War has caused to be issued an amended series of instructions to be observed by army schoolmasters, as follows:—The schoolmaster is to open the school at nine a.m., with the Lord's Prayer, with or without the addition of one or more collects from the Book of Common Prayer, or with one of the forms which may be expressly authorized for this purpose. He is to proceed to give a collective Bible lesson, or to read and explain a short passage of Holy Scripture taken from the authorised or the Douay version. The attendance of adults at this instruction will be entirely voluntary. The parents of children who are not of the same religious persuasion as the schoolmaster, will be at liberty to send such children to school at the hour for commencing general instruction, viz., 9.30 a.m. . . . On two days in each week an hour will be set apart for specific religious instruction under clerical direction. . . . No secular instruction, whether literary or industrial, is to be carried on in the same room during its employment for the purpose of religious instruction; and no religious instruction is to be given by the chaplain or other clergyman except at times fixed by the commanding officer, or on Sundays.

— **UNIVERSITY OF DUBLIN.**—The Earl of Rosse is to be the Chancellor of the University of Dublin, in the room of the late Lord Primat. The Lord Justice of Appeal has gracefully retired, that one of the greatest living ornaments of science may be elected without opposition.

— **MIDDLE-CLASS EXAMINATIONS IN IRELAND.**—The Queen's University in Ireland is following the example of Oxford and Cambridge, in instituting Middle-class examinations for candidates who are not members of the University. The first of these examinations were held simultaneously in Dublin, Belfast, Cork, and Galway.

— **UNIVERSITIES IN ITALY.**—There are twenty Universities in the Italian Kingdom as at present established. The kingdom of Sardinia Proper contains three, viz., at Turin, Genoa, and Cagliari; Lombardy one, at Pavia; the Emilian Provinces four, Bologna, Ferrara, Modena, and Parma; the Marches three, Camerino, Macerata, and Urbino; Tuscany three, Florence, Pisa, and Sienna; Umbria one, Perugia; the Neapolitan Provinces one, Naples; Sicily three, Catania, Messina, and Palermo. Three of these Universities are free, viz., Camerino, Ferrara, and Perugia; those of Macerata and Urbino receive a small endowment from the State. Those of Bologna, Modena, Parma, Catania, Messina, and Palermo have large endowments of their own. The number of educational establishments of the highest class in the Italian kingdom, counting six Schools of Science established since the "Liberation," amounts to twenty-six.

— **AUSTRIAN UNIVERSITIES.**—An Austrian nobleman, Baron de Silberstein, who has just died at Vienna, has by will bequeathed 200,000 florins to each of the Universities of Vienna and Prague, to be employed in assisting poor students.

— **THE RUSSIAN GOVERNMENT AND THE UNIVERSITIES.**—We (says the *N. Y. Observer*) noticed last year the violent measures of the Russian Government in closing the University and imprisoning some of the students. Letters from St. Petersburg to the 15th of October, report upon the still unsettled state of affairs. The soldiers were out on the 14th, and were actively engaged in driving the people and students from the ground between the University and the Academy of Fine Arts. The secret police tried to seduce the students to attend a meeting called by the spies themselves but had failed, the students having even postponed a meeting called by themselves. It is reported that the young gentlemen are behaving very well. There were still about seventy in the fortress. The University is now not only shut, but dissolved. An order is placarded all over St. Petersburg announcing the dissolution, and directing all who wish to become students at the University, as it is about to be reconstituted in accordance with the regulations lately issued, to send in petitions to that effect before Saturday. A letter from St. Petersburg, dated 25th October, says:—Last Wednesday the gates of the University were re-opened under the protection of two squadrons of gendarmes and a company of Cossacks. On Thursday a strong manifestation was made. The police doubtless expected it, as the number of corps had been increased. Some refractory students were arrested in the halls of the University, which they had entered without the permission of the authorities. About 200 others were driven into

the court, surrounded, and then seized. Blows were given with the butt ends of muskets, and blood was shed. This is attributed to various causes. Some say the head of police ordered a charge; others that the students were wounded while endeavouring to rescue their comrades.

VI. Departmental Notices.

NORMAL SCHOOL.

The present Session of the Normal School will terminate on the 22nd December. The next Session will commence on the 8th of January. Application for admission should be made not later than the first week of the Session.

NOTICE TO CANDIDATES FOR GRAMMAR SCHOOL MASTERSHIPS.

The Committee of Examiners appointed by the Council of Public Instruction for Upper Canada, meets in the Normal School Buildings, Toronto, on the last Monday in June and the first Monday in January of each year. Candidates are required to send in their names to the Chairman of the Committee one week previous to the day of examination.

POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, and be open to inspection, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post-office fine of nearly fifty per cent. for non-payment.

NO PENSIONS TO COMMON SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "*That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund, in accordance with the preceding regulations of the Council of Public Instruction.

NEW MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; a map of steamship routes between Europe and America, &c. &c. 7ft. 9in. by 8ft. 9in. Constructed and just published under the supervision of the Educational Department. Price \$6.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library

Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

Catalogues and Forms of Application furnished to School Authorities on their application.

ASSORTED PRIZE BOOKS IN PACKAGES.

Selected by the Department, for Grammar or Common Schools, from the Catalogue, in assorted packages, as follows:

Package	No.	Books and Cards	5cts. to 70cts each	.....	\$19
"	No. 2.	Ditto ditto	5cts. to \$1.00 each	.....	\$16
"	No. 3.	Ditto ditto	5cts. to \$1.25 each	.....	\$30
"	No. 4.	Ditto ditto	10cts. to \$1.50 each	.....	\$38
"	No. 5.	Ditto ditto	10cts. to \$1.75 each	.....	\$50
"	No. 6.	Ditto ditto	10cts. to \$2.00 each	.....	\$66
"	No. 7.	Ditto ditto	15cts. to \$2.25 each	.....	\$40
"	No. 8.	Ditto ditto	15cts. to \$2.50 each	.....	\$46
"	No. 9.	Ditto ditto	15cts. to \$2.75 each	.....	\$50
"	No. 10.	Ditto ditto	20cts. to \$3.00 each	.....	\$56
"	No. 11.	Ditto ditto	20cts. to \$3.25 each	.....	\$60
"	No. 12.	Ditto ditto	20cts. to \$3.50 each	.....	\$66
"	No. 13.	Ditto ditto	25cts. to \$3.75 each	.....	\$70
"	No. 14.	Ditto ditto	55cts. to \$4.00 each	.....	\$76
"	No. 15.	Ditto ditto	25cts. to \$4.25 each	.....	\$80
"	No. 16.	Ditto ditto	30cts. to \$4.50 each	.....	\$86
"	No. 17.	Ditto ditto	30cts. to \$4.75 each	.....	\$90
"	No. 18.	Ditto ditto	30cts. to \$5.00 each	.....	\$90
"	No. 19.	Ditto ditto	35cts. to \$5.25 each	.....	\$100
"	No. 20.	Ditto ditto	35cts. to \$5.50 each	.....	\$120

Special Prizes, in handsomely bound books, singly at from \$1.05 to \$5.50. In sets of from two to six volumes of Standard Literature, at from \$3.00 to \$10.00 per set.

Trustees are requested to send in their orders for prizes at as early a date as possible, so as to ensure the due despatch of their parcels in time for the examinations, and thus prevent disappointment.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the Customs duty on copyright books, as may be necessary.

MAGIC LANTERN EXHIBITIONS TO SCHOOLS.

M. T. J. WIGGINS proposes giving exhibitions of the Magic Lantern to Schools in various parts of Upper Canada, and desires to add the following certificate by way of introduction to them:—

This is to Certify that we have been acquainted with the bearer, THOMAS J. WIGGINS, for more than Thirty Years, and know him to be a good moral man, and that from misfortune in losing his sight, in so far as to debar him from working in his trade, and also the loss of property by fire he now is exhibiting certain paintings, &c., for the purpose of procuring an honest living,—therefore is recommended to the favorable consideration of a Christian public.

A. S. ST. JOHN, R. A. CLARKE, ROLLAND McDONALD,
RICHARD MILLER, J. C. RYKERT, M.P.P. WILLIAM BOOLE,
J. G. CURRIE, Mayor of St. Catharines.

sin. o.m.d. pd.

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DIGEST OF SCHOOL CASES LATELY TRIED BEFORE THE SUPERIOR COURTS.

In this number of the *Journal* we insert a digest of the cases affecting the public schools which have been tried before the Superior Courts since the publication of the *Trustees' School Manual* in the early part of 1861. In addition, we insert several extracts from the Departmental decisions, especially applicable to cases which arise out of the election of Trustees, the appointment and report of school auditors, and other proceedings of the annual school meetings.

We would particularly call the attention of Trustees, school electors, and other persons interested, to the provisions of the law which require that all appeals against the election of Trustees and other business of the annual meeting be made to the Local Superintendent (and not to the Educational Department), within twenty days after the day of meeting. A great deal of additional correspondence has yearly been thrown upon the Department in consequence of the anxiety of persons interested to appeal first to the higher tribunal instead of to the officer specially authorised to receive these complaints and settle disputes arising out of them.

Another point we would notice. The law requires the Trustee-elect to make an official declaration of office before the Chairman of the school meeting after election. In consequence of the neglect of parties to make this declaration, innumerable disputes as to the legal completeness of the election and the legality of such Trustee's official acts, have been the consequence. By attention to the simple and appropriate provision of law in regard to the declaration of office, all these disputes

would be avoided, and the harmony of the section would be undisturbed.

There is one other point to which we would call particular attention, and that is the regulations in regard to appeals to the Education Department. Those regulations are so frequently lost sight of, that much delay and unkind feeling is the consequence. Besides, the Department is placed in the unpleasant position of being considered partial, should an opinion even on a legal point be given, without hearing both sides alike. The regulations will be found on page 3 of this *Journal*.

1. RATE FOR SCHOOL PURPOSES—MANDAMUS—CONSOLIDATED STATUTES OF U. C., CHAP. 64, SEC. 79.

A mandamus was granted to compel a city council to levy a sum required for school purposes for the year, according to the estimate furnished to them by the school trustees.

It appeared in this case that the corporation having received the estimate did not object to it, but passed a by-law to provide the sum required, which they afterwards repealed, and substituted another, imposing a smaller and insufficient rate; and no reason was given for refusing to provide the sum called for. *The School Trustees of the City of Toronto v. The Corporation of the City of Toronto, Q.B. Reports, ix., 302.*

2. BY-LAW TO LEVY RATE FOR SCHOOL HOUSE—EXTRINSIC OBJECTIONS—REFUSAL TO QUASH—HOW THE DESIRE OF RATE PAYERS MUST BE EXPRESSED—CONSOL. STATS. U. C.

The township council, by resolution, agreed to lend to the school trustees, out of the clergy reserve fund, a sufficient sum to build a school-house, taking as security their debentures. This arrangement was made by the trustees without any reference to the rate-payers, but at the next annual school meeting, at which the applicant was present, the matter was discussed, and the contract and plans for the building examined. The council subsequently, on the requisition of the trustees, passed a by-law to raise a sum for school purposes, which was required to pay the interest of these debentures and redeem one of them. The applicant moved to quash this by-law, objecting that the loan effected by the trustees without the consent of the rate-payers was illegal; but it appeared that the school-house had been finished and occupied, many of the rate-payers swore that they were satisfied with what had been done, and the affidavits were contradictory as to how far the applicant had acquiesced in the proceedings. The by-law not being illegal on the face of it, the court under these circumstances refused to interfere.

Quere, whether under the Consol. Stat. U. C., ch 64, sec. 27, sub-sec. 10, and sec. 34, the concurrence of the freeholders and householders required to enable the trustees to call upon the council to levy money for the purchase of a school site, &c., can be expressed at the annual school meeting, without notice that the question will then be brought up. *In the matter of Taber and the Corporation of the Township of Scarborough, Q.B.R. xx, 549.*

3. SCHOOL TRUSTEES—MANDAMUS—ATTACHMENT—PRACTICE.

A mandamus nisi having been issued to school trustees to levy the amount of a judgment obtained against them, no return was made, and a rule nisi for an attachment issued. In answer to this rule one trustee swore that he had always been and still was desirous to obey the writ, and had repeatedly asked the others to join him in levying the rate, but that they had refused. Another swore that owing to ill-health, with the consent of his co-trustees and the local superintendent, he had resigned his office before the writ was granted. The court, under these circumstances, discharged the rule nisi as against these two, on payment of costs of the application, and granted an attachment against the other trustee, who had taken no notice either of the mandamus or rule.—*Regina v. The Trustees of School Section No. 27, in the Township of Tyendinaga, in the County of Hastings, Q.B.R. xx, 528.*

4. BY-LAW—SCHOOL SECTIONS—UNCERTAIN BOUNDARIES—COLOURED PEOPLE.

A by-law recited that certain coloured inhabitants had petitioned for an alteration of school section No. 9, and for the establishing of two separate schools for coloured people in the township, and that it was expedient to grant their request, by defining the boundaries of said sections so as to include the colored inhabitants of the township; and it set out the limits of each section to be established, the last boundary of No. 1 being "thence to include all and singular each and every lot or parcel of land occupied, or which shall or may be occupied, by any coloured person or persons in the front part of the said township of Chatham," and the last boundary of No. 2 thence to include all and singular each and every lot or parcel of land occupied, or which shall or may be occupied, by any coloured person or persons in that part of the said township not included in the section No. 1, as described in the first section of this by-law."—*Held*, that these boundaries were indefinite and fluctuating, and that the by-laws were therefore bad. Remarks as to how far the court are bound to quash by-laws, even when moved against properly and found bad. *In the matter of Simmons and the Corporation of the Township of Chatham, Q.B.R. xxi, 75.*

5. REPLEVIN—SCHOOL SITE—TRUSTEES—ARBITRATION—AWARD—BLANKS FILLED IN AFTER EXECUTION—RENDERED INVALID THEREBY.

Replevin.—Two defendants avowed; the third pleaded the conveying of a special meeting of the freeholders and householders of a certain school section to procure a school site, when it was agreed to procure a certain piece of ground and erect a school house thereon, which was done. That plaintiff was a resident freeholder when the meeting was held and when his goods were seized, and was assessed \$80 for building said school house, &c.

The plaintiff pleaded that the meeting above set forth was null and void, because, before the said meeting another meeting had been convened according to law, when a difference of opinion existed between a majority of the freeholders and householders as to choosing a school site, and arbitrators were appointed, who decided upon a certain site, which decision remains in force, and the defendants in contravention thereof wrongfully purchased the site mentioned in their plea, and wrongfully distrained, &c.

Upon demurrer, *held*, that the second meeting pleaded by the defendants was a violation of the provisions of the statute, and that the plaintiff was entitled to judgment.

The arbitrators to whom a reference in this cause was made under the school act executed an award, the description of the lot not being fully inserted, but a blank being left therefor, which was afterwards filled in and the word lot altered into gore.

Held, that the award was insufficient. *Held*, also, that school trustees who executed a warrant as such trustees under the seal of the trustee corporation were not personally responsible.—*Ryland v. King et al. C.P.R. xii, 198.*

6. DIFFERENCES AS TO SCHOOL SITE—REFERENCE TO ARBITRATION—CHOICE OF SITE BEFORE AWARD MADE—AWARD ALTERED AFTER EXECUTION—PLEADING—DEMURRER.

Replevin against two school trustees and one K., a bailiff, for a horse. Defendants pleaded, 1. That they did not take; and, 2, an avowry, setting out in substance that on the 30th of October, 1858, a special meeting of the freeholders and householders of the section had been duly called to procure a school site and erect a school-house thereon, at which it was agreed to procure a certain site named:

that this was procure, and the school house built: that the plaintiff was duly assessed for a sum specified: that the trustees by their warrant commanded K. to collect it; and that after demand and default made he seized the horse. The plaintiff pleaded to the avowry, 1st, *de injurid*; and, 2nd, as to the justification by the trustees, that the meeting was void, because before it took place a special meeting of the freeholders was duly held to procure a school site, at which a majority of the trustees differed from a majority of those present with regard to the site, in consequence of which the freeholders and householders, the trustees, and local superintendent, each appointed an arbitrator to decide the question; that the arbitrators determined upon a site specified, different from that mentioned in the avowry, which award remained in force, and that the trustees contrary to this decision wrongfully purchased the site mentioned in the avowry. The defendants replied that there was no such award.

As to the issue taken upon the first plea of the defendants, it appeared that the horse was seized by K. under a warrant signed by two trustees, commencing: "We, the undersigned trustees of school section," &c., and sealed with the corporate seal. *Held*, that the trustees were liable personally, not in their corporate capacities only.

With regard to the second and third issues, raised by the plea of *de injurid* to the avowry and replication denying the award, the evidence showed that in 1857 the inhabitants were divided as to the choice of a school site, and an award was made but not acted upon: that in 1858 the same difference existed, and one of the trustees also differed from his co-trustees: that in March the two trustees, defendants, obtained a conveyance of half an acre, part of lot 15, and in May a meeting was held at which arbitrators were named and an award made; but the inhabitants being still dissatisfied another meeting was held in July, when the arbitrators mentioned in the plea to the avowry were chosen. In the meantime the building was commenced upon the land conveyed. On the 4th of September an award was drawn up, which, as produced at the trial, directed that the site should be "a part of the gore lying between 16 and 17, now in the tenure of John Landon, situated on the south-west of the road, and in the westerly limit of the said gore;" but it appeared that the words in italics were not in the award when signed, but added by two of the arbitrators in May, 1859; and that the word *gore* stood originally *lot*, and so remained until the other words were filled in. On the 30th of October, 1858, a meeting was held, having been regularly called by the two trustees, to settle the question finally, and a resolution passed adopting the land conveyed. In April, 1859, the two trustees, defendants, met, the third being absent from the country, and resolved upon the rate, which was inserted by the clerk in the roll, and the warrant was issued to K., who seized the plaintiff's horse. The plaintiff after that procured the award to be filled up by two of the arbitrators, who stated that it had been left blank because they did not know the precise description of Landon's land.

Held, that upon the second issue defendants were entitled to succeed, for the evidence sustained the avowry.

And that upon the third issue they were also entitled to the verdict, for there was in fact no award made, and even as it was altered after execution the description was too uncertain.

Ryland v. The same defendants, in the Court of Common Pleas, commented upon. *Held*, that under the circumstances proved the reference did not make the subsequent meeting illegal.

Held, also, upon demurrer, that the avowry was good, the omission of any averment essential to the validity of the rate being cured by the second plea to it, which relied wholly upon the award: that the second plea was bad, for not shewing that before the award the trustees and inhabitants had not duly selected the site built upon, as they might do notwithstanding the reference; and that the replication to it denying the award was a good answer. *Vance v. King, et al., Q.B.R. xxi, 187.*

7. SCHOOL TAXES—RIGHT TO COLLECT AFTER THE EXPIRATION OF THE YEAR—APPEAL FROM THE DIVISION COURT.

Held, on appeal by the Chief Superintendent of Education, that a collector of school taxes might in 1861 collect by distress the taxes for 1859 and 1860, not having made his final return of such taxes as in arrears, and being still collector; and *semble*, that in this case the plaintiff who complained of the seizure having led to it by his own conduct, the proceeding should in the division court have been upheld at all events. *The Chief Superintendent of Schools, Appellant, in the matter of McLean v. Farrell. Q.B.R. xxi, 441.*

8. ROMAN CATHOLIC SEPARATE SCHOOLS—CLAIM OF EXEMPTION BY PROTESTANTS AS SUBSCRIBERS TO—MISCONDUCT OF CLERK—MANDAMUS.

A rate having been imposed for the purpose of building a new school house in the town of Amherstburgh, certain persons who were

not catholics, but protestants signed a notice to the clerk, he himself being one of them, that as subscribers to the Roman Catholic separate school they claimed to be exempted from all rents for common schools for the year 1861; and the clerk, thereupon, in making up the collector's roll omitted this rate opposite to their names.

Held, that the clerk, who had been notified before making up the roll that it would be illegal to exempt these persons, had done wrong, and might be punished under C. S. U. C., ch. 55, secs. 171, 173, but that the court could not in the following year interfere by mandamus to compel him to collect the roll.—*In the matter of Ride-dale and Brush, Clerk of the Corporation of the town of Amherstburgh. Q.B.R. xxii. 122.*

9. TRUSTEES—WARRANT—DISTRESS—TRESPASS—NOTICE OF ACTION—LIMITATION OF TIME FOR BRINGING—COLLECTOR.

Held, in deference to former decisions of this court, that a school trustee who is sued for any act done in his corporate capacity is entitled to notice of action, and that the action must be brought within six months. And that a school trustee acting in the discharge of his duty as such, is entitled to the protection of, and comes within, the statute 16 Vic., ch. 180, notwithstanding he should have signed a warrant individually instead of in his corporate capacity.—

Held, also, that a collector who committed a trespass while acting under a warrant issued by a competent authority was entitled to notice of action, and that the action should be brought within six months.—*Spry v. Mumby et al. C.P.R. xi. 285.*

10. SCHOOL SECTION—BY-LAW—QUASHING OF.

On a motion to quash a by-law passed on the 1st of October, 1859, by defendants, doing away with school section No 7, in the township of Darlington, and attaching a portion thereof to school section No. 6, and other part to No. 8. *Held*, 1st, that it is unnecessary that a by law should state on its face that the alteration shall not go into effect till the 25th December following the passing thereof—13 & 14 Vic., ch. 48, sec. 18, sub-sec. 4. 2nd, that no step having been taken to quash a by-law for a year and more from the passing thereof, the decision in *Hill v. Municipality of Tecumseth*, 6 O. P. 207, adhered to, and the motion was refused on account of delay in making the application.—*Cotter v. Municipality of Darlington. C.P.R. xi. 265.*

11. SCHOOL—TRUSTEES—MONEY COLLECTED FOR BY TOWNSHIP.

Held, that a demand or order from a majority of the school trustees of a school section is necessary to sustain an action for money collected under a by-law passed under the authority of sec. 34, of 22 Vic., ch. 64.—*The Trustees of School Section No. 3, of the Township of Caledon v. The Corporation of the Township of Caledon. C.P.R. xii. 301.*

EXTRACTS FROM DEPARTMENTAL DECISIONS.

1. POWERS AND DUTIES OF SCHOOL SECTION AUDITORS, &c.

And it shall be the duty of the Auditors to examine into and decide upon the accuracy of the accounts of such section, and whether the Trustees have truly accounted for and expended for School purposes the moneys received by them, and to submit the said accounts with a full report thereon at the next annual School meeting; and if the Auditors or either of them object to the lawfulness of any expenditures made by the Trustees, they shall submit the matters in difference* to such meeting, which may either determine the same or submit them to the Chief Superintendent of Education, whose decision shall be final, and the Auditors shall remain in office until their audit is completed. The Auditors or either of them shall have the same authority to call for persons or papers and require evidence on oath and to enforce their decisions as have Arbitrators appointed under the authority of the *eighty-fourth, eighty-fifth, and eighty-sixth* sections of the said Upper Canada [Consolidated] Common School Act; and it shall be their duty or that of either of them to report the result of their examination of the accounts of the year to the annual School meeting next after their appointment, when the Annual Report of the Trustees shall be presented, and the vacancy or vacancies in the Trustees Corporation be filled up, as provided by the law.

2. POWER OF TRUSTEES TO ERECT SCHOOL HOUSES.

In regard to the erection of a school-house, and everything appertaining to it, the power is vested in the elected Trustees, the same as the power of making laws is vested in the Legislature; and not in any public meeting in the one case any more than in the other. The Trustees may call a public meeting to consult on the subject, but the legal decision is with the Trustees. The only power of a public meeting in such a case is to decide upon the *manner* in which the sums requisite to purchase a school site, or pay for a school-

house, or support the school, shall be provided; but the amount required in all cases, the kind of school-house to be erected, or kind of teacher to be employed, is with the Trustees; and if a public meeting does not provide for all the sums required, the Trustees can provide the balance by rate on the property of their section.

3. USE OF THE SCHOOL FOR SCHOOL PURPOSES ONLY.

The Trustees have no legal power under the School Act, to permit their School House to be used for other than school purposes.—Usage, however, has invested them with a sort of discretion in this respect. If they should abuse their trust, an application can be made by any dissatisfied party to the Court of Chancery for an injunction to compel the Trustees to confine the use of their School House to School purposes; although no mandamus from the Court of Queen's Bench would likely be granted to compel the Trustees to allow it to be used for other than School purposes, unless there was any express provision in the deed, requiring the Trustees to open it for public or religious meetings. The teacher has charge of the School House on behalf of the Trustees. He has no authority to use the School House other than as directed by the school Trustees; nor to make use (or prevent the use) of it at any other time than during school hours, without the sanction of the Trustees.—At the request of the Trustees he must at once deliver up the School key to them.

4. CLEANING THE SCHOOL HOUSE, MAKING FIRE, &c.

It is not the duty either of the Teacher or pupils to make the school house fires, or to sweep the house itself. The Teacher is employed to teach the school, but he is not employed to make the fires or clean the school house, any more than to repair it.

It is the duty of the Trustees to provide for warming and cleaning the school house; and it is the duty of the Teacher to see that the provision thus made by Trustees for these purposes is duly carried into effect by the parties concerned. If the teacher undertakes to see these things done, for a certain remuneration, or for what he may have to pay to get them done, very well; but it is clearly the duty of the Trustees to make provision for having them done at the expense of the section.

5. OBLIGATIONS OF TRUSTEES IN REGARD TO KEEPING OPEN A SCHOOL.

Unless a school be kept open at least six months of the year it is not entitled to share in the School Fund at all; but if the Trustees close it six months in the year, they forfeit and lose to the School Section one half the amount of the School Fund, which they would receive did they keep open the school the whole year. Trustees are personally responsible for all school moneys forfeited and lost to their section through their neglect.

6. USE OF UNAUTHORIZED BOOKS FORBIDDEN.

If Teachers employ text-books not authorized to be used in the Schools, such Schools are not entitled to the School Fund apportioned to them, as they are not conducted according to law; nor can any foreign book be used in a School, without such School forfeiting its right to share in the School Fund. The great evil in the country schools in the State of New York is, the multiplication of text-books, according to the fancy of each Teacher or his agreement with some bookseller,—parents being called upon to buy new books as often as they get new Teachers,—an evil which we have studiously guarded against in Upper Canada. Trustees and Teachers should observe that the School Act declares that *no foreign books in the English branches of education* shall be used in any Model or Common School, without the *express permission* of the Council of Public Instruction. The School Act also provides that the Council of Public Instruction shall examine, recommend, or disapprove of text-books for the use of Schools; and further, that no portion of the Legislative School Grant shall be employed in aid of any School in which any book is used that has been disapproved of by the Council.

7. REGULATIONS IN REGARD TO APPEAL CASES.

All parties concerned in the operations of the Grammar and Common School Laws, have the right to appeal to the Chief Superintendent of Education, who is authorised to decide such questions as are not otherwise provided for by law. But for the ends of justice,—to prevent delay, and to save expense,—it will be necessary for any party thus appealing: 1st. To furnish the party against whom the appeal may be made, with a correct copy of the communication to the Chief Superintendent, in order that such party may have an opportunity of transmitting any explanation or answer which may be deemed expedient. 2nd. To state expressly, in the appeal, that the opposite party has been thus notified; as it must not be supposed that the Chief Superintendent will form an opinion, much less decide, on any point affecting different parties without hearing both sides,—whatever delays may at any time be occasioned in order to secure such a hearing. Application for advice in

* That is, the *lawfulness*, and not the *expediency*, of the expenditure. The Trustees are the sole judges of the *expediency* of any expenditure.

Common School matters, should in all cases, be first made to the Local Superintendent having jurisdiction in the Municipality.

8. THE ASSESSORS' ROLL THE SOLE GUIDE OF TRUSTEES.

The only ground and guide on which the Trustees of any school section (union or otherwise) can lawfully levy and collect a school-rate is the valuation of property expressed on the Assessor's Roll of the Township within the limits of which the rate is levied. There is no power in a public meeting, either by a majority or a unanimous vote, to fix any other valuation of property than that stated in the Assessors' Roll; and should the Trustees adopt any other valuation and levy a rate accordingly, such rate would not be lawful, and the Trustees and their Collector would render themselves (as has been the case in two or three instances) liable to be prosecuted by every ratepayer on whose property they thus levied a rate.

Original Communications.*

TEACHERS' SCHOOL VISITS.

To the Editor of the Journal of Education.

SIR,—In perusing the columns of the "*Journal of Education for Upper Canada*," I find that it inculcates the importance of teachers visiting each other's schools, and my own experience in conjunction with the educational works of scientific men causes me to concur with the excellent idea. But in turning to the *School Manual* for the time to make such visits, to my surprise it was not there.

As we live in the bright 19th century, and as the idea of visiting each other's schools is conceded as necessary, I hope the Chief Superintendent of Education for Upper Canada will set a time for such, as it is impossible under the present School Act to visit a single school and do it legally.

The Hamilton Convention of School Teachers saw the want of such prescribed time and I presume all intelligent teachers do the same. Hoping that the Upper Canada Common School Act will be amended in this particular, I subscribe myself,

WILLIAM FLEMING, Teacher, S. S. No. 4, Derby,
Kilsyth P.O., Co. Grey, C. W.

Derby, 27th Dec., 1862.

SPECIAL REPORTS OF GRAMMAR SCHOOL INSPECTORS.

To the Editor of the Journal of Education.

SIR,—Allow me through the medium of your valuable journal to suggest to the Council of Public Instruction the propriety of publishing the special reports of each Grammar School Inspector on the several schools in his district. Isolated as the Grammar School teacher generally is, (especially in the rural districts) and unappreciated as his labours too often are, he needs the stimulants of praise or censure by those legally entitled to bestow both quite as much as any of his fellow mortals. Situated as he often is, without a single educated mind to commune with, much less the spur of an educated public opinion, is it wonderful if he too often sinks into a mere perfunctory discharge of his duties, or aims at that superficial showiness so often mistaken for ability. To such the public verdict of the Inspector would be a real salutary terror and not a mere *brutum fulmen* as at present, while for others striving to do their best in their little world his applause would satisfy the desire of fame, that last infirmity of noble minds. Good men would be pointed out to public notice; the incompetent would soon be obliged to quit the profession, while the few and extremely moderate prizes which our educational system offers would be given to the most deserving instead of the most fortunate. Trustees in general have the interest of their schools at heart, though in the selection of masters they have no other guide than academical distinctions, unquestionable proofs of attainment but not of teaching capacity. The published reports would furnish them the necessary data, and we should then see less of those frequent changes, so prejudicial to all parties, the inevitable result of the common haphazard system of selection.

May I add that if Parliament could be induced to increase both the pay and powers of the Inspectors it would be greatly to the advantage of the schools. The present small grant renders the office almost useless. The annual visits are generally paid about harvest, when the best scholars in country places are absent. The visits, too, ought to be half-yearly. With the present allowance this is of course impossible, the only available time being the summer vacation of the Model Grammar School. The Inspector's powers also should be real and substantial. At present it is hard to say whether he has any at all beyond the privilege of contributing a few pages to the annual educational blue-book. I am Sir, yours faithfully,
Vankleek Hill, Dec. 29th, 1862.

SIGMA.

* It is proper to state that we do not concur in many of the opinions expressed in these communications, nevertheless we insert them, with pleasure.

COMPULSORY ATTENDANCE AT SCHOOL.

To the Editor of the Journal of Education.

SIR,—Imperfection to a certain extent may be marked on all the labours of man, but the Canadian system of education in point of fitness, and usefulness, is allowed even by strangers not to be second to any other on earth. However, I am one of the many who feel very happy at the last attempted alteration, being for the present laid aside, and suggestions required as to what may, and should be done to bring the children of school age to accept the provision which the law compels all to make for their use. Undoubtedly, the complaint of the Chief Superintendent is just, as to the very great number in Town and Country never sent to school, though the door of the school-house is as freely open as that of the church, or the mill, and a far greater number mere nominal scholars for a few days or weeks in the year, and thus parents, through ignorance, stupidity or carelessness, entailing on their offspring one of the worst hereditary evils that can affect humanity. But above all to do this, and refuse a fit and a proper cure provided by the humanity and patriotism of the State, brought to their door and placed as a free gift in their hand, is really too bad, and a gigantic evil of such dimensions call for the immediate, the free and the effectual agency of law to do away. Yes, I go for the Prussian principle. I am a convert to it—it is the real cure of the evil—the country shall gladly accept of it—it is the one measure to be added to secure the perfection of our School Law, "That wherever compulsion shall be used to make the provision, parents should be equally compelled to use the same for the benefit of their children."—All that is said against it for its compulsory character is perfect nonsense.

Every single Act on the Statute Book is compulsory, binding the subject by pains or penalties; never a mere piece of advice which may, or may not be taken at pleasure. The freedom of worship, the rights of conscience, with every reasonable share of the rights and liberty of man, I would have to myself, and freely give to all. Only let the right and freedom of one not be allowed to injure another. For, if in social order, Law has only province or office at all, there is none more just and legitimate than to protect—the weak against the strong—the poor and the helpless against the unnatural and injurious effects of a false charge. When a subject comes to age he may have many ways to help himself. During the first stages of a helpless infancy, if any subject has a right to the protection of the law, the right of that age must be evident and just. Surely, if we compel a rich, a large and influential party in the community to pay yearly, many of them from \$10 to \$100 each, for the education of the children of the poor, the unnatural parents of these children should not be allowed to step in and forbid their children the benefit of it. The arguments of compulsion in the last are surely equal and much stronger than in the first. We leave the office of Law open to the child, and every relation of life in other matters. Why not in this most important one?

A criminal neglect here entails great evils on the child—on the neighbourhood, on the State, and on the parent himself. We have been told that every cent given for the education of the poor is saved with double interest in the punishment of crime, and in the protection of life and property. That free institutions although established cannot stand, but on the foundation of a reasonable share of education. "That knowledge is better than strength," and to make any state great in peace, in morals, in labour, in wealth and commerce, the great map of the people must have a proportionable share of training. Believing the truth of these self-evident sentiments, we have submitted to the tax, and we fear not the result when the tax is fully and faithfully applied, and no one allowed to prevent the application. The very existence and well-being of the State depend on the spiritual and natural training of the subject. It is the duty of the church, as the instrument under God, to give the one, and the state the other. But the theory of the principle may be admitted, but how shall we be able to work it out? I answer, you have right and the conscience of man with you—the large and expensive experiment made, proving the necessity of the measure. So, amongst different plans let me propose the following as perfectly simple, easy, and inexpensive, viz.: Let the Board of trustees in each school section whose present duty is to take the census of all the children of school age within their bounds, hand over that list to the school Teacher. Let the Law make it the duty of every Teacher at the end of every six months to hand over to the Trustees a list of every defaulter in the section; that is every parent whose child is short by the School Register of half-teaching time.

Let the Board of Trustees hold two meetings in the year, to hear these defaulters, and exempt such as can give and prove a reasonable excuse from sickness, destitution, or indispensable necessity of the child's aid, but fine all the rest no less than \$1, nor more than \$2 per child, in each case, and send a list of the same in time

to the Municipal Council for collection with the other taxes for the benefit of the school.

Pardon the length of this scroll.

Yours most respectfully,
Kincardine, County Bruce, Wm. FRASER,
Dec. 28, 1862. Local Supt. of Schools.

III. Papers on Practical Education.

1. GYMNASISTICS FOR OUR COMMON AND GRAMMAR SCHOOLS.

The School Board of Brantford have commenced a truly good work in recommending the incorporating of physical training with mental culture. This branch of education has been almost totally neglected in Canada to the great injury of our youth. In Port Hope and a few other places the school authorities have employed drill sergeants or other qualified persons to teach the male portion of the scholars such military tactics as have chiefly reference to bodily carriage and movements. This is an excellent idea, forasmuch as this drilling of the boys will prepare them for Militia service in future years, and the early training thus received will give them a soldierly bearing, and impress upon their minds the fundamental principles of army service. Without reference, however, exclusively to the defence of the country and the future duties of the soldier, gymnastic and calisthenic exercises rightly managed conduce much to the present health, strength and symmetry of the children. Wherever a proper system of bodily exercise is practiced there we find the human frame properly developed, and a robust people to exist. The ancient Romans and Grecians, practising as they did extensively in athletic games, were remarkable for their strength, vigor and manly development; whereas the inhabitants of our modern crowded cities present almost every species of deformity, contraction and malformation. Where physical exercise is not taken, there we find the pupil's health delicate, for if he is remarkably studious he will almost entirely neglect proper exercise, and thus the brain will become unnaturally enlarged, precocity will be induced, and perhaps premature decay and sudden or early death, if on the other hand the youth be buoyant and negligent of his studies—when let loose from the school in which he has been perhaps for hours confined—he will most likely enter upon such violent exercises as will be highly injurious, and perhaps cause illness by the sudden change. We have heard of even sudden death occurring by the breaking of a blood vessel in this way. If, however, advantage be taken by proper teachers, of certain portions of each day to train the children in military evolutions and suitable gymnastics, neither of these calamities will be likely to occur. Nor should such instruction be imparted to the male sex alone; our girls should also be carefully trained to move with elegance and grace, and to take such bodily exercise as shall advance their health and secure to them elasticity and cheerfulness. We trust these guardians of our youth will follow up the good work which they have so nobly commenced.—*Brantford Courier*.

2. GRAMMAR SCHOOL DRILL.

The advantages of military drill as a means of physical training for youth are now recognized and admitted. By the admirable system of exercises which is in use, the carriage and bearing of boys are rendered erect and easy, while the muscles of the whole body are developed and strengthened. Prompt attention to the word of command, and quickness of execution when the order is given are also acquired by instruction of the above kind. The great public schools of Great Britain have for some time had regular classes for drill and military gymnastics, and the system is gradually gaining ground in Canada. Recently the boys at the Grammar School have been formed into a Company for drill under the efficient instruction of Sergeant Pooley of the Grenadier Guards. Mr. Woods, it was understood, is to be captain of the company, a post for which he is well qualified, having been an officer of the University Rifles of Toronto. It has been intimated that this most valuable opportunity for instruction Drill, Gymnastics, Fencing, or Singlestick, is open to all boys on application to Mr. Woods, and the payment of a small fee.—*Kingston News*.

3. THE REGULAR COURSE OF STUDIES,

In our public schools, should not be extended, at present. We must require more thorough instruction in the elementary branches. Teachers must be more thoroughly drilled and be made to feel the importance of spending more time and strength in drilling their pupils, in Reading, Writing and Arithmetic; in Geography, History

and practical Grammar. No higher branches should be allowed in the common school that will divert the attention or consume the time which should be bestowed upon these.

But those of our pupils who can never enjoy the advantages of the Academy or Seminary, must remain very deficient on many subjects connected with a practical education, if these higher branches are excluded. The Chemistry, Philosophy and Physiology of common life, should constitute a part of every one's education. Should not all understand the properties of the air we breathe and the water we drink, with their relations to health and life? Should not all be acquainted with the nature of the soil we cultivate and the plants we rear, since from these we derive our sustenance? Should we not know the qualities of the bread we eat, the sweets we extract, the liquors we ferment, the narcotics we indulge in,—as health or sickness, life or death, depend upon our knowledge or ignorance of these facts and the principles upon which they rest? Is it not important also that all understand the functions of the lungs and heart; why we breathe and why we digest, and why life's red current flows its endless round of circulation? Should not every one be familiar with the laws of his own being and the laws of health? And how many of the common facts upon which depend our convenience and success in life, are the result of philosophical principles. And may our pupils leave the school and enter upon the trade or profession, entirely ignorant of these principles?

But Chemistry, Philosophy and Physiology, cannot be generally introduced in our Common Schools, with an additional text-book and course of daily recitation. There is no time nor place for them, without interfering with the still more important branches. What then can be done to overcome the difficulty?

I answer much may be done by the introduction of a course of familiar lectures, or oral lessons, during each term of the school.—Such a series of lectures occupying no more than fifteen minutes a day, would impart a vast amount of useful information on these subjects and result in many other positive advantages to the school.

Every experienced teacher has felt the need of some general exercise in school, to afford the pupils relaxation from study and give variety. The familiar lecture is admirably adapted to this end. It may be introduced at the opening of the school, and be made as interesting as to cure the evil of tardiness. It may come at any time when the school, wearied by hard study or vexed by the tiresome monotony of every day life, has become disorderly and troublesome. Such an exercise at such a time, would not only detract nothing from the successful prosecution of other branches, but would infuse new life and vigor into the classes and impart new ability to learn other lessons.

The pupils should be required to take notes and remember all the facts brought out in such a lecture or oral lesson. This served to fix the attention and aids in forming the important habit of following a public speaker in his discourse.

This course of lessons may embrace a vast variety of subjects and constitute a new department in the school, and yet, in no way, interfere with the work to be accomplished in other departments.—Yes, as we have seen, it adds new interest, infuses new life into the school, and thus aids in securing order and progress. It opens a new field of investigation and imparts much useful knowledge that would not be secured in any other way.

Moreover it is entirely practical. Any teacher of common schools who has suitable qualifications, may adopt this method of instruction, and at once, realize all its advantages. Try it fellow teachers.—*O. in Vermont School Journal*.

4. HABITS OF INATTENTION IN PUPILS.

If a child is habitually inattentive, the teacher must try to ascertain what causes have led to this bad habit. It will often be found that it is attributable to the injudicious management of ignorant and careless parents; perhaps, also, to the faulty discipline, etc., of other schools. It will be found, also, that where gross inattention prevails, it is not the only fault; there will often be found associated with it dullness, indifference, absence of mind, etc. In fact the faults of children are frequently only reflected images of the faults of character, etc., that predominate in the grown persons under whose influence they have been placed. Having ascertained the cause and extent of the evil, the teacher ought to apply himself to remedy it. One of the first steps will be to acquire the confidence of the inattentive one. The next thing will be to find out the kind of employment which is least irksome to him, and to engage him in it, and to take care that he pursues it with some degree of steadiness. If he can be brought to concentrate his attention upon any subject, a great step is gained, and by following it up judiciously, the bad habit of inattention may, in time, be quite overcome.

5. CATCHING THE BOYS.

"When I was a boy," said an old man, "we had a schoolmaster who had an odd way of catching idle boys. One day he called out to us—'Boys, I must have closer attention to your books. The first one of you that sees another boy idle, I want you to inform me, and I will attend to the case.' 'Ah,' thought I to myself, 'there is Joe Simpson that I don't like. I'll watch him, and if I see him look off his book, I'll tell.' It was not long before I saw Joe Simpson look off his book and immediately informed the master. 'Indeed,' said the master, 'how do you know he was idle?' 'I saw him,' said I. 'You did, and were your eyes on your book when you saw him?' I was caught and never watched for idle boys again. If we are sufficiently watchful over our own conduct we shall have no time to find fault with the conduct of others."

6. EXTREMES OF OPINION AND PRACTICE IN SCHOOL MATTERS.

The danger of running into extremes in matters of school discipline and instruction, is apparent on the slightest observation.

Thus, in discipline, the common opinion and practice formerly demanded the severer forms of corporal punishment. More recently we have fallen into the opposite extreme,—an entire abandonment of such punishment, as barbarous and inhuman. The truth lies, doubtless, in a wholesome medium.

In school instruction also, the same tendency to extremes is noticed in the efforts of some teachers to introduce constantly something new, in method or matter; while others adhere as pertinaciously to the methods and the studies pursued by the fathers. The latter abide by the three R's as the sum and substance of school education. The former would crowd into the common school course the whole circle of the sciences, and add the foreign tongues.

Some are in danger of consuming too much time with mere school diversions. Others as carefully exclude everything which cannot be reckoned hard study.

Some teachers confine themselves in recitation to the lesson as contained in the book. Others, leaving the book and all careful questioning upon the assigned lesson, ramble into the wide fields which lie around it,—forever lecturing upon the topic and its related subjects, rather than drawing out from the pupil an exact and definite statement of what the book contains. Such are some of the extremes in the methods of school management.

So again, some of our people may suppose that the school-room is a proper place for the religious education of the child, and others would exclude all instruction which is not simply intellectual.

Some maintain that the teacher is responsible for the conduct of his pupils beyond school hours. Other deny his right to deal with them for any offence occurring beyond the limits of the school-room and the school-day.

Now, in all these matters, there is clearly a happy medium between the extremes into which men so easily run. To ascertain the just equilibrium between such opposite opinions should be the aim of the true educator.

7. COMPOSITION OF BLACK BOARDS.

Nothing is more necessary in a school-room than an abundant supply of good Black Boards, and yet we find few school houses well supplied, while the board in use are generally of a very inferior quality.

It is the object of this article to give a few plain directions, deduced from experience, in regard to the subject, which may be made more or less available in our schools.

A Black Board may be board, slate, paper or plaster. It may be black, blue, brown or dark gray. The cheapest way of making a Black Board surface, is to put common wall paper on the wall, *wrong side outward*, so as to have a tolerably smooth surface, applying with a soft brush, a thin coat of the following mixture; common rye or wheat flour paste mixed with sufficient lampblack to give it the requisite color. This dries quickly, and makes a hard surface, which if kept dry, will last a long time, provided crayons are used, which should always be the case. The expense of covering this surface will not exceed one cent per square foot. This process, though giving a cheap board, is not to be recommended. If after the paper is on, it be painted dark blue or green, it will make a good durable surface, which has also the advantage of cheapness, and is nearly noiseless.

The most common and perhaps the next cheapest boards in use, are black boards proper; made by jointing and glueing together firmly, well-seasoned white wood or pine boards, (if pine they should be free from pitch) and painting the surface. These should have end pieces to keep them from warping, and should be so arranged that shrinking will not cause them to check or split. This may be covered with the mixture of paste and lampblack, which does better

on the board than paper, as it can be washed off and renewed when worn, after a couple of hours soaking. They are more commonly painted. A mixture of lampblack and skimmed milk is often used, but blackens the hands and rubbers, for some time after prepared.* Lampblack and spirits of turpentine dries quickly, but is open to the same objection. Black paint dries very slowly, even when the best driers are used, and the surface of this and all other paints glisten so as to make it impossible to see figures, except in certain positions. If paint is used at all, blue or dark green paint is preferable to black, as they dry quicker, and having white lead for the base have more *body*, and are therefore more durable. A *stain* is much better to apply to a board than paint, as it leaves the dead surface of the wood which abrades the chalk well and is durable. There is some difficulty in getting a stain of sufficient blackness. I have succeeded in making a good stain by using bichromate and prussiate of potash, logwood, nutgalls, copperas and alum boiled in vinegar. The proportions were "guessed at."

Plaster black boards are coming much into use and are prepared as follows: Take masons' "putty," ground plaster, sand and a little salt, mixed in the usual proportions for hard finish. The coloring matter is lampblack mixed with whiskey, alcohol or sour beer, to the consistency of paste. Mix this well with the other ingredients just as they are to be applied to the wall. The quantity of coloring matter can be easily determined by experiment. It must be enough to make a black wall. Of course this is applied to the rough or scratch coat. It should be well worked down, so as not to abrade the chalk too much, and finished off, by smoothing with a wet brush. This makes a good board but after use, will glisten so as to be somewhat objectionable.

Holbrook's Liquid Slate comes nearest to slate itself, and is in many respects superior to any other article for covering black boards. It may be applied to plaster, boards, or paper, and makes a hard, durable and nearly dead surface. It is easily applied, dries quickly, and may be used with either chalk, crayons or pencils. The mixture is somewhat expensive, and yet it is probably good economy to use it. The cost is \$1 per pint or \$1.50 per quart. One pint will cover 25 square feet of surface, making but 4 cts. per square foot. Directions accompany each can.

Slates are of course best for school purposes, but their expense places them out of reach of most of our schools. They cost from 40 to 80 cts. per square foot. There is said to be an excellent slate quarry in our own State, in the Lake Superior region, which if worked might so reduce the price of slates as to put them in the reach of all. It is to be hoped that the matter may be investigated. So much for the preparation of black boards.

A few words in regard to position. If possible the main board should be in front of the school when in their seats. Other boards may well be distributed around the walls. It is next to impossible to get too much black board room. Boards are usually placed too high, especially in primary schools. They should in primary rooms, extend to within two feet of the floor.

If the board is of any value, it is always economy to use crayons. They should be used only for the regular purposes of school, and not worn out in useless scribbles and caricatures, as is often the case. Pupils should be permitted to use the Boards only when they will draw and write as well as they can, and for the purposes of improvement. White crayons should cost but twenty-five cents a box, and can be made much cheaper.—C. H. A. in *Wisconsin J. of E.*

8. DIRECTIONS FOR MAKING CRAYONS.

A school, or the schools of a town, may be supplied with crayons very cheaply, made after the following directions given by Professor Turner of the American Asylum for the Deaf and Dumb:

Take 5 pounds of Paris White, 1 pound of Wheat Flour, wet with water, and knead it well, make it so stiff that it will not stick to the table, but not so stiff as to crumble and fall to pieces when it is rolled under the hand.

To roll out the crayons to the proper size, two boards are needed, one to roll them on; the other to roll them with. The first should be a smooth pine board, three feet long, and nine inches wide. The other should also be pine, a foot long, and nine inches wide, having nailed on the under side, near each edge, a slip of wood one third of an inch thick, in order to raise it so much above the under board, as, that the crayon, when brought to its proper size, may lie between them without being flattened.

The mass is rolled into a ball, and slices are cut from one side of it about one-third of an inch thick; these slices are again cut into strips about four inches long and one third of an inch wide, and rolled separately between these boards until smooth and round.

* A good Black Paint for Black Boards.—"Alcohol, 1 gallon; Lampblack, $\frac{1}{2}$ lb.; Shellac, $\frac{1}{2}$ lb.; pulverized Pumice Stone, $\frac{1}{2}$ lb." Black Canvas Substitute for blackboards are supplied from the Educational Depository, Toronto.

Near at hand, should be another board 3 feet long and 4 inches wide, across which each crayon, as it is made, should be laid so that the ends may project on one side—the crayons should be laid in close contact and straight. When the board is filled, the ends should be trimmed off so as to make the crayons as long as the width of the board. It is then laid in the sun, if in hot weather, or if in winter, near a stove or fire-place, where the crayons may dry gradually, which will require twelve hours. When thoroughly dry, they are fit for use.

An experienced hand will make 150 in an hour.

III. Papers on Colonial Subjects.

1. THE NORTH WEST TERRITORY—THE FUR TRADE.

Whoever chooses to wade through the voluminous documentary History of the early British colonies in America, will find that the Fur trade was the all absorbing interest for more than one hundred and fifty years in the valley of the St. Lawrence, and the vast region tributary to Hudson's Bay, previous to the Second Conquest in 1759. (1)

The Beaver, the present symbol of Canada, was early a source of considerable revenue to the colonies, and has far surpassed in importance all other furbearing animals, although now it is comparatively valueless, the tax on Beaver skins alone in early times being more than the present worth of the pelt, when the difference in the value of money is taken into consideration. In 1678 Sir E. Andros, Governor of New York, reports that "the rates or duties upon goods exported are 2s. for each hogs-head of tobacco, and 1s. 3d. on a beaver skin, and other peltry proportionally."

Governor Dongan, under date 1687, in a Report on the Province of New York, writes, "It will be very necessary for us to encourage our young men to go a beaver hunting as the French do." "I send a map by Mr. Spragg, whereby your Lops may see the several governs, &c., how they lye where the beaver hunting is, @ where it will bee necessary to erect our Country Forts for the securing of the beaver trade, @ keeping the indians in community with us." (2) In the same report Governor Dongan notices "the custom or duty upon every beaver skin commonly called a whole beaver, ninepence." "And that all other fur and peltry be valued accordingly, that is, for two half beavers ninepence; for four lapps ninepence; three drillings one shilling and sixpence; ten ratsoons ninepence; four foxes ninepence; four and twenty mees-cats ninepence; ten maller ninepence; twenty four pounds of moose and deer skin ninepence. And all other peltry to be valued equivalent to the whole beaver exported out of the province (bull and cow-hides excepted)." Father de Lamberville, a cunning, zealous, but not over scrupulous missionary, wrote to M. de Denonville, Governor of Canada, in 1684, that "the envoy of the Governor of New York, who is here, promises the Iroquois goods at a considerable reduction: 7 @ 8lbs of powder for a beaver; as much lead as a man can carry for a beaver, and so with the rest." It must not be supposed that this was the actual price paid for a beaver skin at that time. Father de Lamberville merely mentions these items to show that the English were bribing the Iroquois to adopt their side in the event of war with the French, or in future extension of trade. It was a system of presents which gave origin to the Indian expression, "*Underground or secret presents*," in order to avoid the appearance of bribery. The word "*underground*," has recently acquired a different application, familiar to every ear. The fugitives from the slaveholder reach Canada by the "*underground railway*." The Confederates obtain information of the movements of the Federalists by the "*underground telegraph*," and the late rush across the Canadian frontiers from the drafting in the United States was chiefly by the "*underground line*."

Father de Lamberville defeated Colonel Dongan's attempts to draw the Hurons and Ottawas to his side by the "*underground presents*," although Dongan offered seven pounds of powder for a beaver, or as much lead as a man could carry.

The mission and the beaver were too frequently associated by the early French Missionaries. They made the fur trader and the proselytizer one. There is no doubt that wherever the fur trade extended there was but too much need of the humanizing influence of Christianity, but as long as the missionaries traded in furs, the gentle influences of religion were not felt. The condition of the colony in Denonville's time was deplorable. He himself writes: "I receive letters from the most distant quarters, from the head of River Mississippi, from the head of Lake Superior, from Lake des

Lenemyngon (Lake St. Ann north of Lake Superior), where they propose wonders to me by establishing posts for the missions and for the beavers, which abound there. But in truth so long as the interior of the colony is not consolidated and secured, nothing certain can be expected from all those distant posts where hitherto people have lived in great disorder, and in a manner to convert our best Canadians into banditti." (1)

The failure on the part of the different French companies to establish successful monopolies arose in great part, from a spirit of personal aggrandizement which influenced men in power, and the excellent opportunities which the form of government then prevailing in the colony secured to them. In 1731 the administration of M. de Beauharnois was marked by continued erection of new forts and displays of military force, for the purpose of keeping the English traders within proper limits. Soon after the whole valley of the St. Lawrence came under British sway, the merchants of Montreal, among whom were many Scotchmen, seeing the advantage of united action, formed themselves into a company in 1784, and assumed the title of the North-west Company of Montreal. The stock of this company was at first divided into sixteen shares, without any capital being deposited, each shareholder furnishing a proportion of such articles as were necessary to carry on the fur trade. It was soon found, however, that some of the traders in the Indian country were adverse to this union of interests, and a few of them joined together and established a rival company. As might have been expected, a collision between the two companies soon took, murder was committed (2) and many of the injuries which rivalry and jealousy could engender, were inflicted by both sides, far beyond the reach of retributive justice. At length, in 1787, the discontented traders and the North-west Company, came to an understanding, united their interests, and founded a commercial establishment on a sound basis, divided into twenty shares, a certain proportion being held by the merchants in Montreal, the remaining by the traders in the Indian country. The adventure for the year amounted to £40,000, but in eleven years from that date, or in 1799, it reached treble that sum, yielding large profits to the company. In 1798 the number of shares were increased to forty-six, and so rapid was the increase in power and wealth of the corporation, that the army of employees enlisted in its service rose to upwards of four thousand.

The agents of the North-west Company came into frequent collision with the servants of the Hudson Bay Company, which not only led to a spirit of rivalry in trade baffling description, but also to numerous encounters in which much blood was shed and many lives lost. Wearied of this ruinous competition, and harassed by the threatened difficulties to which the continuance of so much crime and bloodshed amongst their half wild subordinates were drawing upon them, the two companies agreed to unite, and in 1821 an end was put to contention and rivalry, by the amalgamation of the two bodies under the title of the Hudson's Bay Company. From the date of union a new era in the fur trade began, which will be better described after a brief history has been given of one of the most successful and flourishing monopolies the world has even seen.

The Hudson's Bay Company was incorporated in the year 1670, under a royal charter of Charles the Second, which granted them certain territories in North America, together with exclusive privileges of trade and other rights and advantages. During the first twenty years of their existence the profits of the Company were so great (3) that, notwithstanding considerable losses sustained by the capture of their establishments by the French, amounting in value to £118,014, they were enabled to make a payment to the proprietors in 1684 of fifty per cent., and a farther payment in 1689 of twenty-five per cent.

In 1690 the stock was trebled without any call being made, besides affording a payment to the proprietors of twenty-five per cent. on the increased or newly created stock; from 1692 to 1697 the Company incurred loss and damage to the amount of £97,500 sterling from the French. In 1720 their circumstances were so far improved that they again trebled their capital stock, with only a call of ten per cent. from the proprietors, on which they paid dividends averaging nine per cent. for many years, showing profits on the originally subscribed capital stock actually paid up of between sixty and seventy per cent. per annum, from the year 1690 to 1800, or during a period of 110 years.

Up to this time the Hudson's Bay Company enjoyed a monopoly of the fur trade, and reaped a rich harvest of wealth and influence.

In 1783 the North-west Company was formed, having its headquarters at Montreal. The North-west Company soon rose to the position of a formidable rival to the Hudson's Bay Company, and the territory of the two Companies traded in became the scene of

(1) Quebec was taken by the British in 1629. Champlain and most of the Jesuits returned under free passes to France. In 1633, Charles I., by the treaty of St. Germain, resigned to Louis XIII. of France all his title to Canada and Nova Scotia, and Champlain returned to Quebec a Viceroy of Canada.

(2) Documentary History of New York.

(1) Denonville's Expedition, Paris, Doc. III.

(2) Sir Alexander Mackenzie—A general History of the Fur Trade.

(3) See letter from the Governor of the Hudson Bay Company to the Lords of the Committee of Privy Council for Trade, February 7th, 1833.

animosities, feuds, and bloodshed, involving the destruction of property, the demoralization of the Indians, and the ruin of the fur trade. Owing to this opposition, the interest of the Hudson's Bay Company suffered to such an extent, that between 1800 and 1821, a period of twenty-two years, their dividends were, for the first eight years reduced to four per cent., during the next six years they could pay no dividend at all, and for the remaining eight years they could pay only four per cent.

In the year 1821 a union between the North-west and Hudson's Bay Companies took place under the title of the last named. The proprietors were called upon to pay £100 per cent. upon their capital, which, with their stock in trade of both parties in the country, formed a capital stock of £400,000 on which four per cent. dividend was paid in the years 1821 and 1824, and from that time half yearly dividends of five per cent. to 1828, from 1828 to 1832 a dividend of five per cent., with a bonus of ten per cent. was paid, and from 1832 to 1837 a dividend of five per cent., with an average bonus of six per cent. The distribution of profits to the shareholders for the years 1847 to 1856 both inclusive, was as follows:—

1847—1849, ten per cent. per annum; 1850, twenty per cent. per annum, of which ten per cent. was added to stock; 1851, ten per cent.; 1852, fifteen per cent., of which five per cent. was added to stock; 1853, £18 4s. 6d., of which £8 4s. 6d. was added to stock; 1854 to 1856, ten per cent. per annum dividend. (1) Of 268 proprietors in July, 1856, 196 have purchased their stock at from 220 to 240 per cent. (2)

The affairs of the Hudson's Bay Company are managed by a Governor-in-Chief, sixteen chief-factors, twenty-nine chief-traders, five surgeons, eighty-seven clerks, sixty-seven postmasters, twelve hundred permanent servants, and five hundred voyageurs, besides temporary employes of different ranks, chiefly consisting of voyageurs and servants. The total number of persons in the employ of the Hudson's Bay Company is about 3,000.

The late Sir George Simpson was Governor of the Hudson's Bay Company for forty years. He exercised a general supervision over the Company's affairs, presided at their councils in the country, and had the principal direction of the whole interior management in North America. The Governor is assisted by a council for each of the two departments into which the territory is divided.

The seat of council for the northern department is at Norway House, on Lake Winnipeg; for the southern department at Michipicoten, Lake Superior, or Moose Factory, on James' Bay.

The council consists of the chief officers of the Company, the chief-factors being ex-officio members of council. Their deliberations are conducted in private. The sixteen chief-factors are in charge of different districts in the territory, and a certain number of them assemble every year at Norway House, for the northern department, generally about the middle of June, to meet the Governor and transact business. Seven chief-factors, with the Governor, form a quorum, but if a sufficient number of the higher rank of officers are not present, a quorum is established by the admission of chief-traders.

The Hudson's Bay Company's operations extend not only over that part of North America called Rupert's Land and the Indian territory, but also over part of Canada, Newfoundland, Oregon, Russian America, and the Sandwich Isles.

The operations of the Hudson's Bay Company extend over territories whose inhabitants owe allegiance to three different and independent governments, British, Russian, and the United States. These immense territories, exceeding 4,500,000 square miles in area, are divided, for the exclusive purpose of the fur trade, into four departments and thirty-three districts, in which are included one hundred and fifty-two posts, commanding the services of three thousand agents, traders, voyageurs, and servants, besides giving oc-

casional or constant employment to about one hundred thousand savage Indian hunters. Armed vessels, both sailing and steam, are employed on the North-west coast to carry on the fur trade with the warlike natives of that distant region. More than twenty years ago the trade of the North-west coast gave employment to about one thousand men, occupying twenty-one permanent establishments, or engaged in navigating five armed sailing vessels, and one armed steamer, varying from one hundred to three hundred tons in burden. History does not furnish another example of an association of private individuals exerting so powerful an influence over so large an extent of the earth's surface, and administering their affairs with such consummate skill and unwavering devotion to the original objects of their incorporation.

The Hudson's Bay Company, even when they relinquish the valley of the Saskatchewan, and confine their operations to the region north of the 66th parallel of latitude, will still hold much of the Fur trade in their grasp. But they will do so as an independent company engaged in open competitive rivalry with all who choose to engage in that difficult and precarious traffic. The organization existing among the officers and servants of the company, their acquaintance with the habits, language, and hunting grounds of the Indians of the North American continent; and more especially the fact that they are not only personally acquainted with almost every Indian in North America, but have the means, if it suit the purposes of the trade, of communicating with them and of supplying their wants, will secure to this admirably organized association, the command of the most lucrative branches of the fur trade, for many years to come. If the history of any fur-trading company in America were faithfully written, it would exhibit to the world a systematic course of action as surely destructive to the Indian race on this continent, within the limits of the law, as if it had been a predetermined object from the beginning of their operations to the close. The history, indeed, of almost any one abandoned fort or post, during the prosperous existence of a company, would be a type of the history of the entire trade and its prejudicial influences on the Indian race. An abandoned post implies in general, the utter destruction of the fur-bearing animals or of the sources of food upon which the Indian hunters formerly subsisted. It is an acknowledgment that the country which once served the post has been converted into an inhospitable desert, wholly incapable in its wild and uncultivated state of supporting the small demands of the former inhabitants of the district it served.

On another page, under the heading of Canadian Industry and Trade, will be found a table showing the annual exportation of furs and skins from Canada exclusive of the Hudson's Bay Company's exports. Although the annual amount is considerable, yet it falls into insignificance when compared with the vast exportations and profits of the present monopolists of the great North West.

—*Journal of the Board of Arts and Manufactures for U. C.*

2. NEW WESTMINSTER—BRITISH COLUMBIA.

The Hon. Malcolm Cameron in a letter to the *Sarnia Observer*, under date of Sept. 3 thus describes the capital of British Columbia: New Westminster he says is beautifully situated on the left bank of the Fraser River, as you descend from the Gulf of Georgia. About twelve miles up the ground is high, some two hundred feet to the Royal Avenue, which is opened one hundred feet wide on the level land in rear of the present town, which is all built on the slope. The site of the town is admirably chosen, being the first high land met in ascending the river; is on the bank furthest from the American frontier; and having a position of singular beauty, owing to its rise, the bay and course of the river above, the islands just below, the glorious mountains to the north-east, and the mountains of Vancouver to the south-west.

COLONEL MOODY, R. E., AND OTHERS, AT NEW WESTMINSTER.

Mr. Cameron thus refers to the state of society at New Westminster. Col. Moody, R. E., who resides here is a man of great talent, of most liberal principles, and great moral worth; his staff of officers were selected for their special fitness for such service, and a more appropriate selection never was made. If the British Government was as well served by all their officers, most fortunate would England be. Jealousy between military men and civilians would for ever cease. Col. Moody has a printing machine, and does very much of the work for the Governor of Vancouver free; has a lithographic press also, and executes all the maps and plans of the country; and any man bringing in reliable information of any creek or section of country, gets it lithographed free. He has a gymnasium for his men, and a theatre for their improvement and amusement. I dined at the mess. The chaplain, with three Crimean medals on his breast, was present; he is now Archdeacon, and a more intellectual, happy dinner set, I never met. The feeling between colonel and officers, priest and people, was all one

(1) Letter from R. G. Smith, Esq., Secretary to the Hudson's Bay Company, to H. Merivale, Esq.—*Appendix to Report from the Select Committee on the Hudson's Bay Company.*

(2) The capital employed by the Hudson's Bay Company is as follows:—

June 1st, 1856.	£	s.	d.
Amount of assets.....	1,469,361	16	3
Amount of liabilities.....	303,288	16	11
Capital.....	1,266,073	19	4
Consisting of			
Stock, standing in the name of the proprietors.....	500,000	0	0
Valuation of the Company's lands and buildings, exclusive of Vancouver's Island and Oregon.....	318,884	12	8
Amount expended up to 16th September, 1856, in sending miners and laborers to Vancouver's Island, in the coal mines, and other objects of colonization, exclusive of the trading establishments of the Company, and which amount will be repayable by Government if possession of the Island is resumed.....	87,071	8	8
Amount invested in Fort Victoria and other establishments and posts in Vancouver's Island, estimated at.....	75,000	0	0
Amount paid to the Earl of Selkirk for Red River Settlement.....	84,111	18	5
Property and investments in the territory of Oregon, ceded to the United States, by the treaty of 1846, and which are secured to the Company as possessory rights under that treaty—\$1,000,000....	300,000	0	0
Total.....	1,266,067	19	4

could desire; and the library, museum, musical instruments, &c., of the doctor, showed that intellectual pursuits, literature and science, are the truest preventatives of bad habits. The whole society here is good, and the upper classes being men and women of education and good connections, know how to value the good sense and sterling worth of the middle classes, and meet them more cordially and on a better footing than in most of our provincial towns. They are, however, sensitive and jealous of a stepmother they have at Vancouver; worse to them than Toronto was to the West, but without the wealth, position, or talent of Toronto; this being the continent—the gold country, the pine country, and the terminus of the Grand Trunk Railroad, need fear no stepmother's breath, for very soon she, Columbia, will stand Queen of everything north of the golden gate, which bids fair to be the Queen of the seas. "The Governor of Vancouver is an old North-West Company man, a noble specimen of a highlander, the model of a British General, and a princely fellow, physically; and for hospitality, all the Gael, in his highland home. Many here think him arbitrary; too favorable to the Island, and willing to keep this colony back; but all admit his private worth, his great intelligence, his firmness, and personal honesty,—which I consider the all-important matter, where a man really has absolute power. The time has come, however, when British Columbia must have a resident Governor, and laws made by her own inhabitants, independent of Vancouver; and the sooner it is granted the better for all parties,—Governors or governed, both here and at home."

"The country is large, and full of pine, that only requires to be known to be in demand in every locality; with abundance of good land, though heavily timbered and expensive, to clear; and gold fields that every day experience proves to be not inferior to either Australia or California. The Cariboo country is being developed rapidly, and more gold will come down this year than last. Many say the yield this year will amount to \$12,000,000; and I really think it will not be much under that sum. Many have been disappointed, because roads were not made, and because the great rush which took place raised flour up to \$1 per lb; in fact \$225 for a barrel was the average price all summer, and more for beans. Pork ranged about \$250 per barrel, so that no poor man could mine; and hence the disappointment of Canadians and others, who left home with their \$300 or \$400. \$1,000 was the least that would authorize a man to leave this town to open a mine upon his own risk. But even those who returned "dead broke," all tell me there is abundance of gold.

"The Frazer River is a magnificent stream, and will be navigable with two or three carrying places, to 'Tete Jaune Cache' about 750 miles, and only 250 miles from Fort Edmonton, by the Leather Pass; and thus the worst half of the road to Canada is done,—a distance of 2,000 miles from this place,—but through immense gorges and 'canons,' (a Spanish word for gorge), on the river. \$400,000 is being laid out on the road this year, out of British Columbia Funds, and they have good boats on the river, and several of them; but still they are building new ones, better adapted to the depth of water at all seasons. I was up in one of them yesterday, 25 miles above this place, at a very large picnic excursion, made on my account which cost the inhabitants \$350, and gave me an opportunity of seeing so much of this grand stream. I saw prairies, open meadows, and pine lands, all of which are fit for agricultural purposes.—The price of wages is the sole difficulty, as the character of the soil and its extraordinary productiveness is shown every day in the enormous cabbages, beets, parsnips, peas, corn, barley, oats, and wheat which are raised."

3. WONDERFUL COPPER DISCOVERY.

Some two years ago, a huge mass of float copper, weighing at least 20 tons, was discovered on the location of the 'Meanard mine at Portage Lake. In size it was some 16 feet long, 4 wide and 1½ thick, which is far the largest float mass ever before found upon the lake. Such being the prodigious weight, it was patent that it came from a vein near by, as it was impossible that any human agency known to exist in the past could have moved it a great distance. Beneath it, charcoal was found, and also stone hammers, indicating plainly that the ancient miners, whose history is unwritten and of whom nothing is known, except as traces of their working are thus found, had either taken it from its original bed and placed it in the fire, in order to burn the rock from it, or finding it upon the spot where it was now discovered, placed it in the fire for the same purpose.

"We find those who had been of the opinion that it never was put in the place where it was found by human agency for the reason that a large amount of the float of copper in small masses, weighing from a half pound to fifty, are found scattered immediately around it. Already some two tons have been gathered, whose existence in proximity with the large mass would indicate that water and ice may have been the agencies by which they were thus moved and scatter-

ed from their original resting place. The agency, however by which they were thus placed over the surface, it is not so important to know, as their existence, and the more important fact to which they point, viz: that they must have come from some vein near at hand. With this conviction simultaneously were the cutting up of the huge masses, and the collection of the smaller ones, the work of a most thorough exploration was begun in order to find the vein from which they came. What was thus reasonably manifest, seems to have been accomplished, for the work of a few days uncovered about forty feet distant from the huge float, a mass of still larger dimensions in the vein itself.—*Lake Superior Journal.*

4. CANADIAN MANUFACTURES.

A very interesting and animated discussion took place at a recent meeting of the Mechanic's Institute on Canadian Manufactures and the obstacles to their progress. Mr. Edwards read a carefully prepared paper, enumerating various articles imported into the province amounting in the aggregate to over \$8,000,000, for the manufacture of which Canada produces ample materials; and, among others, instanced the article wool, which is produced here in abundance and sold to foreign manufacturers for about twenty-five or thirty cents per pound, which, when returned, realizes four or five times that amount. Mr. Edwards contended that whilst articles of universal consumption which cannot be produced here should be admitted at a mere nominal duty, other articles which can be manufactured in the Province should be charged a heavy protective duty; by this means many of the common necessities of life would become reduced in price, and an opportunity given to greatly benefit the country by developing its manufacturing resources. Many gentlemen present took part in the discussion, and on the whole the meeting was the best of the kind yet held.

V. Papers on European Subjects.

1. A DAY AT CAMBRIDGE, ENGLAND.

Cambridge is scarcely the size of Hamilton, and in all except the colleges quite inferior to your now much-abused "ambitious little city." In fact, Cambridge exist by and for the colleges—it is the creation of the colleges. Of these there are seventeen, each presided over by a Master—that of King's being called *Provoost*, and of Queen's *President*. Each college is called a society, consisting of the master, professors, fellows and students. Usually there are about fifteen hundred students, the greatest number in any one college being in Trinity, 500; the next is St. John's, 250; in Gonville and Caius, 120; in Christ's, 100; the least is King's, 20 and Downing but 8.—There are about 370 fellows, and about 25 professors. Of the scholarships, there are in St. John's 68, in Gonville and Caius 66, in Clare 45, in Jesus 38, &c. Those scholarships are worth from some £20 to £60 annually. For example, there are in St. Peter's five scholarships of £20, six of £40, and twelve of £60, which gives a good idea of the others. The fellowships in most of the colleges can be held only by *benedicts*; when a fellow (a Cambridge fellow) marries, it is like taking the Chiltern Hundreds—he resigns his seat; he, in fact sacrifices his old fellowship in entering upon his new.

Great preparations have been made by the University for the reception of the members of the British Association. The Halls of the several Colleges had been thrown open for their accommodation. More than this: although term begins on the 1st of October, the students do not arrive for two or three weeks after, and the members of the Association were accommodated with room, beds, breakfast and dinner. The town, too, vied with the University in courtesy and liberality. Every place of interest in both the town and Colleges was thrown open, the Town Hall, or Guildhall, the Senate House, the Museums, the Observatory, the Botanic Gardens, &c. The days were taken up in reading and discussing papers, and the evenings in soirees, dinners, &c. That much of the interest connected with such Associations of scientific men arises from the acquaintance, or reunion of men of science, cannot be denied. These convivialities, too, contribute their share, and I think justly. Nor can we forget here the presence of more than two hundred ladies who joined the Association, attended its meetings and of course its dinners, &c. Many men of mark and science were present; there were Airey, and Adams, and Sedgwick of Cambridge renown; Phillips, Rolleston and Daubeny of Oxford fame; Owen and Huxley and Chadwick of London. Dublin, too and Edinburgh and both continents had their representatives in mathematical, physical or chemical, or economic, or mechanical science, in geology, in zoology, in botany, in physiology, in geography, or in ethnology. Many names too, known in the foremost ranks of science, were about.

Many important movements have arisen from, or in connection with, the British Association. Its labours extend over some 32 years,

its proceedings embrace 31 large octavo volumes of 18,000 pages.—Its great object, as the President pointed out, was “to suggest.”—We can enumerate amongst its results, three complete catalogues of stars upon which were expended £1,800; the laborious observations embracing nearly the entire surface of the globe, which have determined the course of the tide-wave in regard to the course of the Atlantic on the shores of Europe and North America, of New Zealand and of the east coast of Australia; £7000 to £8000 expended on instruments and the maintenance of the Kew observatory for meteorological and magnetical observations; the magnetic survey of the British Islands in 1854 to 1858, from which spring the naval expedition to make the magnetic survey in the Southern portions of the Atlantic and Pacific Oceans, and the voyage of Sir James Clark Ross, in 1839 to 1843; hence also the magnetic survey of the British possessions in North America, completed by Sir James Ross in 1845, the magnetic survey of Indian seas by Capt. Elliot in 1849, the magnetic survey of British India in 1852, and a new survey of Britain in 1838; the organization in 1840 of simultaneous magnetical and meteorological observation, by the British and foreign governments; the observations under Admiral Fitzroy, similar to those of Lieut. Maury; Scott Russell's investigations on the motions and nature of waves; the assistance to Agassiz and Owen in their fossil mammalia and reptiles, &c.; experiments on the strength of hot and cold blast iron, &c.; on the vitality of seeds, &c. These and many similar results show the nature of the labours of this and kindred associations.

In this connection too, one cannot forget the co-operation of W. Armstrong, Whitworth, and others, who take part in these meetings to suggest and get suggestions. In the great naval and military yards of Britain, we find the practical applications of principles discussed in such meetings and amongst military men a goodly number of whom attend the meetings of the Association to teach may be rather than learn. I saw at Chatham, and Woolwich, Milford Haven, in these great dock yards of England's might, similar experiments to those conducted by the late Mr. Eaton Hodgkinson on all that relates to the strength of the materials used in building these mighty iron clad ships, of which the Warrior is a type; but only a type, for one the Achilles, now in the course of construction far surpasses her in size, being second only to the Great Eastern. Art perfected by Science—that must rule the world. In past ages, science, so-called, stood aloof from art; in other words, scientific men were all void of practical knowledge, and practical men were ignorant of science. The blending the two in the same persons in modern times has contributed to the amazing advancement of art and such associations as the British in this respect do a good work.—*J. B. H. in the Hamilton Spectator.*

2. THE THOUSANDTH BIRTHDAY OF THE RUSSIAN EMPIRE.

Letters from St. Petersburg inform us that Russia celebrated her thousandth birthday on the 20th ult. There were great rejoicings at St. Petersburg and Moscow, but the chief festival was held at Novgorod, which, as our readers are aware, is regarded by native historians as the cradle of the Russian Empire, though the Police assign a more modern origin to what is now called “Russia,” and look upon it merely as an aggrandizement of the Grand Duchy of Moscow, whose Tartar traditions it continued, and has not yet entirely departed from.

But if the political origin of modern Russia is to be found in old “Muscovy,” and if Muscovy had the misfortune to be subjected for two centuries and more to the Tartars—to whom she never would have been abandoned by Western Europe had she consented to abjure her ancient religion and acknowledge the supremacy of the Pope—that is surely no reason why the Russians of the present day should not look back to the period before the Tartar invasion, and trace their history through various channels to its true starting point.

The founder of St. Petersburg was of the same race as the founder of Moscow, and the founder of Moscow was lineally descended from Ruric, the great Russo-Norman, who, when the Republicans of Novgorod were disgusted with liberty, kindly went over to them a thousand years ago, to teach them the blessings of despotism. As, in spite of this more or less friendly invasion, the Novgorodians retained the popular institutions until many centuries afterward, when they were destroyed by the Moscow Czars, it is clear that despotism in Russia was of a milder character in the ninth century than it has shown itself on several occasions in the nineteenth. For this reason, and on account of the reflections which Novgorod must suggest, it is well that that city should have been chosen for the great commemorative festival that has just been held.

About half a thousand years have now elapsed since the establishment of the Czarate of Moscow, and, according to many historians,

it is there, where the great bell of Novgorod is preserved as a trophy taken from the free city after the massacres of its inhabitants, that the Russian Empire ought to celebrate its birthdays. Any departure, however, from Muscovite traditions, is desirable; and no man—not even an Emperor—can be expected, in recalling his ancestors, to dwell upon the merits of those who are known to have been the least meritorious. Whatever strict historians may say, it is better that Russia should regard Novgorod and not Moscow as “the cradle of the Russian monarchy.”

Besides, in plain truth, Russia has not inherited Tartar-Muscovite traditions alone. Novgorod and the other duchies in which representative institutions were maintained were not without their effect on the central duchy which destroyed and absorbed them. At the beginning of the 17th century the first of the Romanoffs was elected by the States-General of Russia, and in accepting the crown accepted also the constitution, which was abolished by Peter the Great, but which since his death has been constantly redemanded; and in the reigns of Nicholas, Alexander I., Catherine, and her predecessors, by conspirators; in that of Alexander II. by the nobility of the Empire in open assembly.

III. Papers on Natural History.

1. SAGACITY OF AN ENGLISH DOG.

A short time ago a dog, well known to the railway officials from his frequent travelling with his master, presented himself at one of the stations on the Fleetwood, Preston, and Longbridge line. After looking round for some length of time amongst the passengers and in the carriages, just as the train was about to start he leaped into one of the compartments of a carriage and laid himself down under the seat. Arriving at Longbridge, he took another survey of the passengers, and, after waiting until the station had been cleared he went into the Railway Station Hotel, searched all the places on the ground floor, then went and made a tour of inspection over the adjoining grounds; but being apparently unsuccessful trotted back to the train, and took his old position just as it moved off. On reaching the station from which he had first started, he again looked around as before, and took his departure. It seems that he now proceeded to the General Railway Station at Preston, and after repeating the looking around performance placed himself under one of the seats in a train which he had singled out of the many that are constantly popping in and out, and in due time arrived in Liverpool. He now visited a few places where he had been with his master, of whom, as it afterwards appeared, he was in search. Of his adventures in Liverpool little is known; but he remained all night, and visited Preston again early next morning. Still not finding his missing master, he for the fourth time “took the train”—this time, however, to Lancaster and Carlisle, at which latter place the sagacity and faithfulness of the animal, as well as the perseverance and tact he displayed in prosecuting his search, were rewarded by finding his master.—*Recollections of a Sportsman. By Lord W. Lennox.*

2. THE NEST OF THE BALTIMORE ORIOLE.

The nest of the Baltimore oriole is one of the wonders of bird architecture. Whether we contemplate it as the work exclusively of instinct, or whether memory or judgment are brought into requisition, it is a study worthy of the naturalist. The favorite trees for her nest are the weeping willow and the elm. The smaller branches of these trees are pendent, and she begins by uniting two or three twigs together with a cord, so as to be like a small hoop, and to this she suspends the frame work. The nest, when completed will resemble a long narrow pocket, open at the top, and about eight inches in depth. The variety of materials used is astonishing—nothing seems to come amiss—flax, hemp, cotton, straw, grass, wool, hair—sometimes thread or ribbons, or small pieces of lace, will be appropriated—horse-hair, two feet long, will be sewed through and through, from the top of one side down to the bottom, and then up to the other side, and then back again—and then when all this is done it will be so matted together as to be almost as firm as a felt hat. The nest of the hanging bird is in fact a combination of weaving and felting. We once knew a good old lady who was very fond of knitting, and as this did not interfere with her talking she knit a great deal. Sometimes she would knit a pair of silk stockings for some special friend. Once she lost a skein of her silk, and as a pair of orioles were building a nest in a high shade tree by the house, they were suspected of having taken it. In a few weeks the well known call of the young birds for “more” betrayed where the nest was, and as soon as they were gone one of the boys had to go after it—and there was the skein of silk sure enough—but what a tangle! It had been made to that the entire nest—sewed or

woven into every part of it—but Aunt Polly could not finish her stockings without that silk, and she went to work to unravel it. How she did work, but it was of no avail—it could not be done. We can almost hear her now, saying, "it was the peakiest tangle she ever did see."—*Newark Advertiser*.

3. ARCTIC BIRDS BELOW QUEBEC.

A letter from Rimouski informs the *Canadian* that the lower St. Lawrence has been visited lately by an extraordinary affluence of birds,—ducks, wild geese, and other game. They were left undisturbed, on account of the sportsmen being scarce in that region. — They took their departure farther south at the approach of the December snow-storms. They have been succeeded by an unprecedented influx of Arctic birds, seldom if ever seen in the Province. — These are white partridges and white owls. The former are now as abundant at Rimouski, Ste. Flavie, St. Fabien du Bic, &c., as pigeons are in the spring. They keep together in large flocks, and are easily approached and killed. The white owls are the terror of the smaller birds, which have disappeared at their approach. The farmers have set traps for them, and destroyed a great number. The people think that this extraordinary arrival of Arctic birds forbodes a severe winter.—*Witness*.

4. LIST OF ENTOMOLOGISTS IN CANADA.

BY REV. CHARLES J. S. BETHUNE, B.A., COBOURG, U. C.

The following list of those engaged in the study of Entomology in Canada has been prepared chiefly with the purpose of making collectors known to each other. It is almost unnecessary to state that the idea was suggested by the lists in Stainton's *Entomologist's Annuals*. It was at first considered that the great and primary advantage to be derived from it was that collectors in one part of the country would be enabled by its means to find out who are addicted to their favourite pursuits in other places, and thus obtain specimens of those local species in which their own collections are deficient. Since, however, the number of those engaged in this study has proved to be so much larger than was at first anticipated, several of my correspondents have agreed with me in the opinion that it would tend very much to the advancement of Entomology in this country, were a club to be formed, and meetings to be held once or twice a year at some central place, to be decided upon hereafter. We have come to the conclusion that, if this project meets with sufficient encouragement from Entomologists, no better time or place could be selected for the first meeting than that appointed for the next exhibition of the Provincial Agricultural Association, which is to be held at Toronto, during the week commencing September 22nd, 1862. If such a meeting can be held, it is much to be desired that Entomologists should bring to it all their *undetermined* specimens, as well as any duplicates they may have of rare species; by so doing favours could be mutually conferred, and much information diffused with regard to the distribution of species, etc. The Meeting would, doubtless, prove advantageous in many other respects; and, in addition, such a *réunion* of kindred spirits could not fail to prove exceedingly agreeable. I trust, therefore, that this project may not fall to the ground, but that before long, Canadian Entomologists may have the pleasure of making each other's acquaintance.

In the following list is enumerated every Entomologist in Canada whose name and address I could learn, and who was willing to permit his name to appear; there may be a few others,—if so I trust they will speedily make themselves known either to Mr. Saunders, (who has kindly shared with me the trouble of preparing this list) or to myself.

1. Beadle, D. W., St. Catherine's, C. W. *Coleoptera and Lepidoptera*.
2. Bell, R., Provincial Geological Survey, Montreal, *All Orders*; but especially *Coleoptera and Lepidoptera*.
3. Bethune, Rev. Charles J. S., B.A., Cobourg, C. W. *Coleoptera and Lepidoptera*.
4. Billings, B., Prescott, C. W. *Coleoptera, Lepidoptera, and Orthoptera*.
5. Billings, E., F.G.S., Provincial Geological Survey, Montreal, *Coleoptera and Lepidoptera*.
6. Bush, Geo., Coldwater, County of Simcoe, C. W. *Insects of all orders*; collects also for sale.
7. Clementi, Rev. Vincent, B.A., Peterboro', C. W. *Coleoptera and Lepidoptera*.
8. Cottle, Thomas, Woodstock, C. W. *Lepidoptera*.
9. Conper, William, National Bank Building, St. John street, Quebec. "Entered the Entomological fields of Canada in 1843, and still continues his researches. Collects all the orders, and studies the geographical distribution of *Coleoptera*."
10. Cowdry, Thomas, M.D., York Mills, County of York, C. W. *all orders*.

11. Cowdry, Harrington, York Mills, C. W.
12. Croft, Prof. Henry, D.C.L., University College, Toronto. *Collects all orders, but more especially Hymenoptera and Coleoptera*. His collection of *Coleoptera* is the finest in the Province.
13. Crooks, Miss Kate, Hamilton, C. W.
14. Cummings, Willoughby, Chippawa, C. W. *Coleoptera and Lepidoptera*.
15. Denton, J. M., Dundas Street, London, C. W. *Lepidoptera and Coleoptera*.
16. Devine, Thomas, Crown Lands Department, Quebec.
17. Dewar, Miss, London, C. W. *Coleoptera and Lepidoptera*.
18. Edwards, W., Port Stanley, C. W. *Coleoptera and Lepidoptera*.
19. Gibbon, Miss, St. Mary's, C. W. *Lepidoptera*.
20. Girdwood, G. P. Asst. Surgeon, Grenadier Guards, Montreal.
21. Girdwood, Mrs. G. P., Montreal.
22. Grant, Francis, Orillia, C. W. *Coleoptera and Lepidoptera*.
23. Hill, Rev. Geo. S. I., M.A., Markham, County of York, C. W. *Coleoptera and Diptera*.
24. Hincks, Rev. William, F.L.S., Prof. of Nat. Hist. University College, Toronto. *Studies all orders*; but does not collect.
25. Hubbert James, Knox's College, Toronto, and (during Vacations) Grafton, County of Northumberland, C. W. *Diptera, Neuroptera, and to some extent, Coleoptera*.
26. Kreighoff, C., Quebec. *Insects of all orders*; pays particular attention to *Lepidoptera (Heterocera and Coleoptera)*.
27. Lawford, J. M., Toronto. *Lepidoptera and Coleoptera*.
28. Lawrason, W. L., Dundas street, London, C. W. *Lepidoptera and Coleoptera*.
29. Morris, Beverley R., M.D. Institution for the Deaf and Dumb, and the Blind; 490, Queen street, Toronto. *All orders*; but chiefly *Coleoptera and Lepidoptera*.
30. Provancher, Rev. L., St. Joachim, Montmorency, C. E. *All orders except Aptera*; pays especial attention to *Lepidoptera and Coleoptera*.
31. Reed, E. Baynes, London, C. W. *Coleoptera and Lepidoptera*.
32. Reynolds, T., Financial Director, Great Western Railway; Hamilton, C. W. *Lepidoptera*.
33. Rooke, Capt. W. S., Scots Fusilier Guards, Montreal. *Coleoptera and Diurnal Lepidoptera*.
34. Saunders, William, Dundas street, London, C. W. *All orders*; chiefly *Coleoptera and Lepidoptera*.
35. Turton, F., Simcoe street, London, C. W. *All orders*; chiefly *Coleoptera and Lepidoptera*.
36. Rogers, Robt. V., Jr., St. James' Parsonage, Kingston. *Canadian Naturalist*.

To which we add:—

37. Germain, Césaire, Esq., Inspector of Schools, St. Vincent de Paul, *all orders, but chiefly Lepidoptera*.
38. Rousseau, l'abbé, Seminary of Montreal,—*all orders*. We should like to see in the *Naturalist* similar lists of botanists, ornithologists, &c., which we would do our best to assist in completing.

III. Biographical Sketches.

No. 1.—THE REV. T. S. KENNEDY.

It is with the sincerest regret that we announce the death of the Rev. T. S. Kennedy, incumbent of St. John's Church, Toronto, and Secretary of the Church Society of the Diocese of Toronto. Mr. Kennedy was widely known throughout the Province, and universally esteemed for his unflinching energy, his great kindness of heart which responded instantaneously to every one in suffering or distress, and for the zeal with which he threw himself into every good work. There are few benevolent institutions in this city, where his loss will not be felt—and the Clergy especially will miss in him a truly fraternal and sympathising friend. As Incumbent of the United Rectories of Clarke and Darlington he was for years distinguished for an amount of zealous work in his extensive missions, which few men could have discharged, unless gifted as he was with a powerful physical frame, united to an unusually energetic mind. Since his appointment as Secretary to the Church Society, the same characteristics have been equally apparent; and not content with the employment which that office furnished he carried out successfully the erection of St. John's Church, which he has since served without any direct remuneration from the members of the congregation—devoting their offerings to the support of his Curate. His last illness assumed from the first a very serious character, and for some days he suffered from the delirium, which is its usual attendant. On Saturday last he was, however, quite himself, and on the evening of that day, he received the Holy Communion from an old friend, the Rev. W. S. Darling, to whom in the most emphatic manner he expressed his undivided trust in the alone merits of his Lord and Saviour Jesus Christ, for peace in this world, and rest and

happiness in the world to come. He retained his consciousness to the last, and with words and messages of love to his family, his kindly and genial spirit passed gently away from the scene of his earthly labour.—*Leader*.

No. 2.—THE ARCHBISHOP OF CANTERBURY.

(Omitted in its proper place, by mistake.)

The most Rev. John Bird Sumner, D.D., Archbishop of Canterbury, whose death is announced in our foreign news, was the eldest son of the Rev. Robert Sumner, some time Vicar of Kenilworth. He was born 1780, and was educated at Eton and King's College, Cambridge, where he graduated B.A. 1803; M.A. 1807; D.D. 1828. Having been successively an Assistant Master in, and Fellow of Eton College, he became Doctor of Mapledurham, Oxon, and was appointed a Canon of Durham, 1820, he was consecrated Bishop of Chester in 1828, and translated to the See of Canterbury in 1848. As Archbishop of Canterbury he had an annual income of £15,000, and enjoyed the patronage of the Archdeacons of Canterbury and Maids one, of two canons, of six preacherhips in Canterbury Cathedral, and of 168 benefices. Dr. Sumner was a prolific theological writer, having published besides other works, "Evidences of Christianity," "Expository Lectures" on the whole of the New Testament except the Apocalypse, in nine separate volumes, and several volumes of sermons. He belonged to what is called the Evangelical School in the Established Church, and his term of office will be memorable in the Church history of England by the revival of the synodical power of the Convocations of England, and the violent controversy springing out of the publications of the famous work entitled "Essays and Reviews."

No. 3.—JAMES SHERIDAN KNOWLES, ESQ.

James Sheridan Knowles, one of the greatest of modern dramatists, died at Torquay, in Devonshire, early on the morning of Sunday, November 29, at the age of 78 years.

Mr. Knowles was born in Cork, in the year 1783, being the eldest son of Mr. James Knowles, the author of a "Dictionary of the English Language," and a man of eminence both for talent and learning. He received the name of Sheridan in consequence of his connection with the family which has been rendered illustrious by the high and varied talents both of its male and female branches. The father of Mr. Knowles removed to London, as a more suitable field for the exercise of his profession as a teacher, in the year 1792. When only 12 years old Mr. Knowles' mind began to display its inherent inclination for that sort of literature in which he afterwards became so distinguished, having composed a play for a company of juvenile performers, of whom he was the leader. Soon afterwards he composed the libretto of an opera founded on the history of the Chevalier de Grillon. This play was handed by his father to the literary veteran, Richardson, and by him mislaid and never recovered. At 44 years old he wrote the ballad of "Welsh Harper," the air of which was, if we are rightly informed, also of his own composition. This was his first publication. He was soon after introduced to Mr. William Hazlitt, whom he always mentioned with pleasure, and by whose advice and criticism he was aided in his earlier publications. By Hazlitt he was made acquainted with Charles Lamb, and through him made the acquaintance of the literary celebrities of the age.—A commission was at one time obtained for him, but home service seemed to be distasteful, and he soon after retired from the service. Some years later, while assisting his father in the Belfast Academic Institution, his first efforts were submitted to a public ordeal and became successful. The "Wife" and the "Hunchback" especially are worthy of the pens of the greatest dramatist. In these plays Mr. Knowles himself appeared; in some of them he sustained the leading characters. He also delivered courses of lectures at various places on elocution and kindred subjects. Finally he retired altogether from the stage, and turned his attention to religious subjects.

Mr. Knowles health has declined for several months, and his sufferings were severe, yet borne with patience and fortitude. His last moments are said to have been happy and resigned, supported by the hopes which he had often labored to impart to other minds. According to an often expressed desire, his remains were interred in Glasgow cemetery.

Some British officers who undertook an overland expedition from India to China, have discovered that the Yang-tze is navigable to a point not more than two hundred miles distant from the stream of the river of British India, the Burrampooter, which pours its waters into the Bay of Bengal, marking out a future possible route of inland trade and intercourse of the highest importance to both countries.

333. Miscellaneous.

THE ENGLISHMAN'S FAREWELL TO HIS NATIVE LAND.

BY JOHN SCOBLE, ESQ.

England, my native land, farewell!
Where'er I rove, where'er I dwell,
Dear shall thy memory be to me,
As music's richest melody:
Queen of the sea, imperial isle,
May Heaven on thee propitious smile!

Thy sons are brave, thy maidens fair,
Of noble race, and princely air;
The virtues of their sires they prove
In arms, in honor, and in love
Queen of the sea, imperial isle,
May Heaven on thee propitious smile!

Thy laws are right, thy judges pure,
Thy statesmen wise, thy throne secure.
The slave and exile find in thee,
The chosen home of liberty:
Queen of the sea, imperial isle,
May Heaven on thee propitious smile!

From India to the Arctic Pole,
Peoples and tribes thy laws control:
Mother of nations thou shalt be,
And own a glorious progeny:
Queen of the sea, imperial isle,
May Heaven on thee propitious smile!

All love and loyalty be to thee,
Thou scepter'd mistress of the sea;
Bright are the records of thy fame,
And glory circles round thy name:
Queen of the sea, imperial isle,
May Heaven on thee propitious smile!

Health to our sovereign lady Queen,
Long may she reign in peace serene;
Long may her people, great and free,
Extend thy power, and honor thee,
Queen of the sea, imperial isle,
May Heaven on thee forever smile!

Toronto, 1863.

2. THE FUTURE PRINCESS OF WALES.

It is a curious fact that one or more of the christian names of the Princess Alexandra Caroline Mary Charlotte Louisa Julia of Denmark attaches to each of the Queens Consort of England since the revolution. Thus King William II's consort (though also regent) was Mary; George II's consort was Wilhelmina Charlotte Caroline; George III's Sophia Charlotte; George IV's Caroline Amelia Elizabeth; and William IV's Adelaide Louise Theresa Caroline Amelia.

3. THE EMPRESS EUGENIE'S BOUDOIR.

Luxurious, and yet elegant splendor, most refined judgment, and a poetic temperament are revealed in the arrangements of the boudoir of the Empress Eugenie. The doors are made of ivory inlaid with gold; the furniture of rosewood, of graceful shape, and inlaid with gold, mirrors, or ivory; the sofas and chairs are covered with pale-red silk; the walls hung with a dark paper, and the ceiling is an exquisite fresco. A magnificent Syrian carpet voluptuously deadens the sound of footsteps. Around hang the most valuable paintings of the old masters, borrowed from the Louvre Gallery and Versailles, as well as two family portraits in oil, overshadowed by palms, ododeddra and camelias. The window-ledges are constantly adorned with fresh flowers; and on the writing-desk lie splendid portfolios, and books bound in tortoise shell inlaid with gold. Nothing is wanting which a sense of complete luxury can devise; not even the toning of the light. The red silk curtains, heavily edged with black velvet, throw a subdued hue over every object and any one who enters the room may imagine that he is inhaling poetry.—*St. James's Magazine*.

4. INTERCEPTING STEAMERS OFF CAPE RACE.

The steamers running between America and Europe are intercepted by an agent of an associated press, when the weather will permit, and by this means the steamer's news is received and published two days before she arrives in port. The service is performed by four men in an open boat, and when the weather is stormy the duty is attended with a great deal of danger, and sometimes owing to a heavy sea it is impossible to obtain the despatches from the ship.—A Mr. Thomas Moore, of London, has suggested a new mode of getting news from passing steamers. It is that a lighthouse be securely anchored on the inner bank of Newfoundland where the water is only 60 fathoms, and the distance from land 60 miles. It is proposed to lay a sub-marine cable for telegraphic messages to Placentia Bay, St. John's or Trinity Bay, and connected with the light ship. It is thought the wire could be moored and buoyed at intervals of a few miles, and plenty of slack allowed near the vessel for driving. Upon the mail steamers passing, the despatches would be received and immediately telegraphed all through the States and British Provinces. Mr. Moore thinks that the project could be made to pay all expenses connected with carrying on the enterprise. He proposes to place a steam boiler and engine in the lighthouse, which

would keep a hammer in motion and supply steam for a whistle in foggy weather. On the bank where the vessel would be moored there are plenty of codfish, and a steam machine would reel up one hundred fishing lines, and thus employ a few men and boys on board in the work of curing fish. The projector says that the system of working fishing lines by steam is his invention and has been patented, but in the event of the Newfoundland Government or any company stationing a light-vessel for the convenience of shipping off Cape Race, they are at liberty to adopt the patent without fee or reward.

5. A CANADIAN SPECIFIC FOR SMALL POX.

Mr. Chalmers Miles, army surgeon at Halifax, asserts that the *Sarracenia purpurea*, discovered by Sarrasin in Canada, and commonly known as the pitcher plant or side-saddle flower, is a specific for small-pox. He prescribes repeated doses of a decoction of the root of this plant before the eruption has taken place. The effect will be to hasten the breaking out which will follow in a few hours, when a second portion is to be administered, and, after an interval of five or six hours, a third dose which will cause the pustules to dry up. If the disease is far advanced when the medicine is first given to the patient it will have the effect of reducing the fever, a second dose causing the pustules to fall off without leaving a scar.—Dr. Miles has forwarded some of the plants to England, where their efficacy will be fully tested. He discovered the medicinal virtues of this herb from the Indians of Nova Scotia, who it is said, invariably keep it at hand dry and pounded for use. The *Sarracenia purpurea* grows in abundance in the Savannas and marshes of Canada. The root is perennial, and acrid to the taste.

6. GOLD AND SILVER ALLOY.

A Belgian chemist has discovered an alloy that perfectly resembles gold in appearance, and another like silver. Both may be worked with the hammer, and though very ductile, are sufficiently hard for all useful purposes. Neither of the mixtures oxidizes in the open air. The mixture can be produced at the trifling cost of eight francs per kilogramme.

I. Short Critical Notices of Books.*

— **LIFE OF EDWARD IRVING.** By Mr. Oliphant. New York: Harper, Brothers. Clifton: W. E. Tunia. This book sketches, with a loving hand, the life and career of one of the most remarkable men of the last generation. There is something quaint and even touching in the dedication of the work "To all who love the memory of Edward Irving, which the writer has found by much experiment to mean all who knew him." Into the merits of the book it is not our purpose to enter, but we may remark that its perusal, will tend to remove many unreasonable prejudices from the minds of those who had little sympathy with Irving; while it will lead all who read it to rejoice in his "work of faith and labour of love." The book is a handsome 8vo., embellished with a portrait.

— **THE STUDENT'S HISTORY OF FRANCE.** New York: Harper Brothers. Clifton: W. E. Tunia. The book forms one of a series of admirable abridgements of history issued by John Murray, the eminent English publisher; it is printed in the same style, and bound in the same manner. It has one peculiar excellence, that of having been written by an English Scholar, long resident in France, and intimately acquainted with its literature and history. The author has avoided the capital error of writing the history of France from an English point of view, but has intended to be an impartial, genial, and even sympathetic account of French History. The book contains a number of excellent engravings.

— **A SYSTEM OF LOGIC.** By P. McGregor, A. M. New York: Harper, Brothers. Clifton. W. E. Tunia. This work is said to have been written by a resident in this Province. If so, it reflects no little credit upon his scholarship and industry. As it is not our purpose to analyse works in these short critical notices, we can only repeat what the author states in his preface, that this book "is the result of an attempt to comprise within moderate limits every thing of general interest which properly belongs to Logic, free from prolixity, obscurity and misrepresentation."

— **ORLEY FARM.** By Anthony Trollope. } New York: Harper Bros.

— **PHILIP.** By W. M. Thackeray. } Clifton: W. E. Tunia.

These stories have had a wide circulation both in England and America.

— * Most of the books mentioned in these short critical notices, can be obtained at the Educational Department, Toronto.

I. Educational Intelligence.

CANADA.

— **TRINITY COLLEGE ANNUAL CONVOCATION.**—The annual convocation of the University of Trinity College was held on the 18th ult. There was a large attendance of the friends of the institution. The Hon. J. B. Robinson, Bart., Chancellor of the University, was unhappily prevented, by indisposition, from presiding. The degrees were conferred by the Vice-Chancellor, on whose right was seated the Honourable and Right Reverend the Bishop of Toronto.

The following degrees were conferred:—

HONORARY D.O.L.—James Alexander Henderson.

B.A.—Archibald George Lister Trew, Rev. James Godfrey, Rev. Arthur John Fidler, Richard Sykes Forneri, Walter Taylor Briggs, Abraham Bedford Cooke, and Malcolm Morgan MacMartin.

M.A.—Rev. Stewart Houston, Rev. John McNeely, Rev. Maurice Scollard Baldwin, Rev. Charles James Stewart Bethune, Rev. George Thomas Carruthers, Rev. John Gilbert Armstrong, Rev. Henry Brent, Rev. George Armstrong Bull, Rev. William Logan, Rev. Elam Rush Stinson, Rev. John Wilson, and Rev. John Bell Worrell.

The following students were matriculated: Joseph Fletcher, (First Foundation Scholar); Daniel Spedding Twining, (Second Foundation Scholar); Salter Mountain Jarvis, (Third Foundation Scholar); Charles Henry Mockridge, (Cameron Scholar); Charles Albert Matheson, (Fourth Foundation Scholar); John McLean Ballard, William Bond, G. Shirley Denison, James Forneri, Ralph W. Hindea, and A. J. Matheson.

The names of the following gentlemen were announced as prizemen in the June Examination, 1862:—*Divinity Class.*—(The Bishop's Prize), Harrison.—*Arts.*—Third year, Prize in Classics, Trew; second year, Prize in Mathematics, Givina.—*Professor Hind's Department.*—Third year, Prize, MacMartin; second year, Prize, Bogert; first year, Prize in Experimental Philosophy, Cleary.

The following prizes were also declared:—*Kent Prizes.*—First, Houston; second, Harrison; English Essay Prize, Trew; The Archdeacon of York's Prize for English Verse, Trew. The prizes were distributed by the Bishop of Toronto. Mr. Trew recited his essay and psalm, and the proceedings of the convocation were closed by the benediction pronounced by the Bishop.—*Leader.*

— **THE ASSOCIATION OF THE UNIVERSITY OF TRINITY COLLEGE.**—Held its annual meeting at the College on the 18th ult., the President S. J. Vankoughnet, Esq., B.C.L., in the chair. The usual routine of business having been gone through with, it was resolved—"That a committee be appointed to confer with the college authorities respecting the establishment of a Grammar School, to be conducted on the principle upon which the College has been founded," and "that Messrs. S. J. Vankoughnet, J. Oarry, A. Williams, A. J. Broughall and T. D. Phillips be such committee." The meeting, having disposed of other matters, then proceeded to the election of officers for the ensuing year. The following officers were elected:—President, Christopher Robinson, Esq., M.A.; Vice-President, Rev. T. D. Phillips; Treasurer, James Henderson, B.A.; Secretary, C. W. Paterson, B.A.; and the General Committee, Rev'ds. A. J. Broughall, C. E. Thomson, A. Williams, G. J. Williams, G. J. Carruthers, and Messrs. S. J. Vankoughnet, W. P. Atkinson and C. J. Benson. The following local committees were also appointed—for the Diocese of Ontario, Rev's. E. Beaven, J. J. Bogert, H. W. Davies, J. S. Lander, J. A. Preston, F. R. Paine and G. W. White; and for the Diocese of Huron, Rev's. M. Baldwin, J. O. Gibson, C. O. Johnson, J. Middleton, E. Patterson, G. P. B. Salter and J. Smyth. A vote of thanks was then given to the office-bearers of the past year, to Dr. Fuller, who kindly filled the place of the preacher on the evening of the church service, in the absence of the clergyman appointed by the Association; also to Dr. Beaven and those gentlemen who assisted in the conduct and arrangement of the choral service. The meeting then adjourned.—*Ibid.*

— **HURON COLLEGE.**—Many of our church of England readers are probably aware that Archdeacon Helmuth left for England again some weeks ago, to endeavour to raise the necessary funds for the projected Divinity College in the Diocese of Huron. From the London *Record* of the 14th ultimo we learn that, although the present pressure on home benevolent resources has made the time of his second visit inopportune, yet the munificence of a single donor has enabled the Archdeacon to

relinquish his immediate appeal, and to retire with a glad heart to inaugurate the new college in Canada. The name of the person who has behaved with such liberality is not given, but when we state that his donation was £5,000 sterling, it will be easily seen that he is a good friend of the church to which the Archdeacon belongs. The donation is made subject to the conditions:—

1. That the Institution shall be avowedly for the purpose of training students in the Protestant and Evangelical principles of the Articles of the Church in their natural and grammatical sense, as well as in harmony with due Church order and discipline.

2. That the sum shall be committed in the name of a limited number of trustees in England, to be hereafter named by me, for the sole purpose of constituting an endowment for the Principal of the College and the Divinity Professor, both offices being combined, the Bishop and the Archdeacon of Huron investing it for that object in their names.

3. That the first appointment shall be with the present Bishop of Huron, and every later appointment with the trustees in England, in whose names the endowment will stand, who shall have power to supply vacancies in their own number.—*Montreal Transcript*.

—**QUEEN'S COLLEGE MUSEUM.**—It is pleasing to find that the students and graduates of Queen's College do not forget their Alma Mater. A very gratifying instance of this has taken place during the last few days, in the shape of a large and valuable collection of minerals and plants, presented to the museum of the University by Messrs. Augustus Thibodo, Oliver Thibodo, and Robert Thibodo, who are now at Walla Walla, Washington Territory. The specimens are sixty in number, and have been gathered at different places throughout British Columbia, Oregon, Washington Territory, and Mexico. The collection was received in good order through Mr. John Worawick, who has just returned to this city from the Pacific coast. The thanks of the Senate have been conveyed to the donors for this valuable gift. There are no less than seven graduates in medicine of Queen's College, Kingston, now surgeons in the Federal army.

—**MCGILL COLLEGE.**—This educational institution, says the *Montreal Herald*, is progressing steadily; and the liberal principles on which the institution is based insure its success—the greatest possible facilities being afforded for the attainment of mental culture and professional training.—The number of students in attendance in the several faculties this season are as follows:—Faculty of Art 73; do. of medicine, 165; do. of law, 55; making a total of 293. In the McGill Normal School the number in attendance is 71.

—**CANADIAN INSTITUTE.**—At a meeting of the members of the Canadian Institute for the election of officers for the ensuing year—Hon. G. W. Allan, President, in the chair. The following gentlemen were elected officers for the year 1868, viz:—Rev. John McCaul LL.D., President; T. O. Keefer, C.E., 1st Vice President; Sandford Fleming, C.E., 2nd Vice-President; Rev. Professor G. P. Young, M.A., 3rd Vice President; P. Freeland, Recording Secretary; B. R. Morris, Corresponding Secretary; D. Crawford, Treasurer; Professor H. Y. Hind, M.A., Curator; Rev. H. Scadding, D.D., Librarian. The following gentlemen were also elected members of Council for the year: Professor D. Wilson, LL.D.; Professor H. H. Croft, D.O.L.; Rev. Prof. W. Hincks, F.L.S., &c.; Rev. Professor G. C. Irving, M.A.; Mr. Thomas Moss, M.A.; W. Ogden, M.D. The annual report of the Council was then submitted, from which it appeared that the number of members at present is 447, composed of 4 honorary, 34 life, 6 corresponding, 7 junior, and 396 regular members. This statement shows an actual decrease during the year of 13 members. There were 13 members elected during the year. The report also showed that twenty-eight papers on scientific subjects had been read at the regular meetings of the Institute during the year. On Saturday night Professor Hind read a paper on "Vegetable parchment—its uses and manufacture." A special committee was appointed for the purpose of securing another building for the use of the Institute, as it is feared that in case of fire in the present building the valuable library and museum might be destroyed.—*Ibid*.

—**CONVERSATIONS.**—A *conversazione* of a highly interesting and instructive nature was held lately in the Museum of the Toronto School of Medicine. The microscopic views were exceedingly beautiful and very numerous; as were also the charts, diagrams, specimens, &c., with which the museum is amply provided. The learned professors took great pains in describing to the visitors the nature of the various diseases represented by the diagrams, microscopic views, &c. This courtesy added materially to the pleasing entertainment of the evening. Altogether the *conversazione*

was a good success, and reflected credit upon the reputation and standing of the school.—*Ibid*.

—**TORONTO CITY SCHOOLS.**—The semi-annual examination of the Common Schools of this City took place prior to giving the children the customary Christmas vacation. As the weather was fine, a greater number of persons than usual visited the several schools; and they evidently took a deep interest in the examinations. The attendance of children at the various schools was very good; and, as they were all dressed in their holiday attire, they presented a cheerful and happy appearance. The Rev. Mr. Porter, the local superintendent, visited all the schools during the day.—*Ibid*.

—**ST. JAMES' PAROCHIAL SCHOOL EXAMINATION.**—On the 24th ultimo the annual examination took place of the Parochial schools connected with St. James' Cathedral. All appeared to acquit themselves very well, the elder classes especially, who answered several questions in mental arithmetic with great readiness and exactness, besides showing themselves well acquainted with the principles of book-keeping. Indeed the whole appearance of the children is such as to reflect great credit on their instructors, Mr. Warwick and Miss Wilson. When the examination was over, the children were regaled with an excellent tea in the lower school room, after which many of them recited pieces of poetry, &c., in the presence of a numerous audience who appeared much gratified by what they heard. Among the visitors at the school was the Lord Bishop of Toronto.—*Ibid*.

—**HAMILTON CITY SCHOOL EXAMINATIONS.**—On Monday and Tuesday the annual School examinations of the City Schools took place. Monday was devoted entirely to the Primary Schools in the different wards, and we understand that the display the little ones made was alike creditable to themselves and their teachers. In the Central School the classes in Grammar, Geography, Mathematics and Natural Philosophy, acquitted themselves well, and earned the good opinion of all who heard them. The proficiency the pupils displayed shows an amount of study on their part, and labor on the part of the teacher, which speaks in the greatest praise for all. With the class in Chemistry we were delighted, as we doubt not were all those who had the pleasure of hearing them. All questions, even on the deepest mysteries of that beautiful science, were promptly, carefully, and explicitly answered, not only with the lips, but with the mind too. Some beautiful experiments, illustrative of various matters, were performed by the energetic and talented Principal, all of which was explained by the class. After the examinations were completed, Dr. Ormiston addressed a few remarks to the children expressing himself as being well pleased with the manner in which they had acquitted themselves, and giving a word of fatherly advice, which it will be well for them all to remember. Dr. Billings also made a few remarks, in the course of which he stated that his Worship the Mayor, had kindly given a sum of money to be devoted to the purchase of prizes for the children. The mental part of the exercises being finished, the pupils and spectators adjourned to the large playground, when the larger boys were put through a course of military movements, which they performed remarkably well. The sergeant who has the duty of instructing them must certainly have worked well to make them understand so much in the short time he has been over them. They are formed and organized in regular military style, and will without doubt, reap much benefit from the instruction they are receiving. Throughout the day a large number of visitors attended and appeared well pleased with the whole affair. A vacation of two weeks was given, a privilege which the juveniles will, we hope, enjoy amazingly, and spend their festive season in a merry way.—*Hamilton Spectator*.

—**HAMILTON SELECT SCHOOL EXAMINATION.**—The annual Examination of the Rev. J. G. D. McKenzie's School, closed on Saturday last, having extended over three days. The work of the year was reviewed in all its branches. Recitations were interspersed, selected amongst Classical authors, from Euripides and Virgil; in French, from Molière chiefly; and in English, from Milman, Campbell, Mary Howitt, and others. Towards the close of the proceedings, three of the boys, Baker, O. Ball, and M. Geddes, came forward, on behalf of the whole school, and presented an address to the Rev. J. G. D. McKenzie, M. A.—*Ibid*.

—**KINGSTON COMMON SCHOOL EXAMINATION.**—The examination of the pupils of the common school in Johnson street, on Wednesday, closed the semi-annual examination of the Common Schools in this city. The classes were examined in the usual branches, and acquitted themselves in a manner alike creditable to their teachers and themselves. Their reading was excellent, and they proved themselves adepts in analysis and parsing. In phys-

iology, so far as they were examined, they passed a most satisfactory examination, evincing considerable knowledge in that branch of the science upon which they were interrogated. Specimens of writing and drawing were passed to visitors for their examination, some of which were decidedly good, and all bearing marks of careful teaching. At the close of the examination some essays were read from the *Literary Gem*, a monthly periodical made up of contributions from the pupils. The articles exhibited fine taste, high tone, feeling, and decided ability. Prof. Weir in dismissing the school paid a well-merited encomium on both pupils and instructors, and the large number of visitors appeared well satisfied with the results of the examination. After the examination a number of books which had been provided by the Trustees, were distributed as prizes to several of the scholars for their diligence to and progress in their studies. After the prizes were distributed the School was addressed by the Revs. Messrs. May and Grey, and also by Messrs. Patton and Woods, and others, all of whom paid a just tribute to the efficiency of the Common Schools in the city. Prof. Weir made an efficient address; and it must have been a source of gratification to the trustees and teachers present to observe the interest manifested in the cause of education by the attendance of so many visitors: indeed, the room was not sufficiently large to comfortably accommodate all who came. In concluding the notices of the examinations that have been held, it is but right to remark that the Citizens of Kingston are under great obligations to the Board of Trustees for the efficiency which their schools exhibit, as also in procuring so well qualified a staff of instructors. Some of the Board were present at every examination, and their addresses to the scholars of the several schools evinced an interest in the cause of Common School education that cannot be too highly commended.—*News*.

—REV. JOHN MAY'S CLASSICAL SCHOOL EXAMINATION was held on the 22nd inst. The School rooms presented a very tasteful appearance, having been decorated by the boys, who evinced a great deal of enthusiasm on the occasion. The examination must have well secured the confidence of the parents in Mr. May as well as given them the utmost satisfaction with the advancement of their children. The proceedings were closed by a very interesting exhibition on the part of the pupils, and after a few essays had been read two of the smaller boys entered the room, bearing a large massive Bible, richly gilt and bound, as a present to Mr. May. A third boy proceeded to read a very neatly written address in which all the pupils expressed their attachment to Mr. May, and thanking him for his unwearied exertions on their behalf. Mr. May returned the boys his thanks for their kind present, and assured them that no pains should be spared on his part to secure their advancement in their studies.—*Ibid*.

—VICTORIA SCHOOL, BROOKVILLE.—We are much gratified to know that the children lately under the tuition of Miss Horner, in Victoria School, have presented her with a purse of money and several other mementoes. This circumstance in the peculiar circumstances in which Miss Horner is placed must be very gratifying to that young lady.—*Recorder*.

—BROOKVILLE SEPARATE SCHOOLS.—The Catholic Separate Schools in the Diocese of Kingston appear to be in a very prosperous condition. We gave last week flattering accounts of their progress in Trenton, and the very Protestant country comprising the Durhams and Northumberland.—This week we find from the Brookville *Recorder*, that a most respectable and creditable examination has taken place of the Separate School pupils in Brookville. The School is taught by Mr. Maher and Miss O'Donnell, and the Rev. Mr. Burns, the learned Pastor of the town, the Rev. Mr. Smith, the (Protestant) Local Superintendent of the Common Schools; the Mayor of Brookville; Doctors Gordon and Dunlop, and the Principal of the Grammar School were present. The *Recorder* says that every one was pleased with the result; but expresses an opinion that the School Trustees ought not to be niggardly in supplying the teacher with apparatus, now that they have procured the assistance of an efficient one.—*Mirror*.

—PERTH GRAMMAR SCHOOL.—Mr. Livingstone, the Head Master of this school was presented by his pupils on leaving with a complimentary address and a very handsome gold chain.

After reading his reply, Mr. Livingstone addressed his pupils at some length, pointing out the importance of the acquisition of knowledge as an element in the advancement of individual and general happiness, encouraging them to persevere in the pursuit of it, and assuring them that the higher they advanced in the acquisition of useful knowledge, the greater the satisfaction they would derive from its possession, if only tempered by humanity and gratitude to the Giver of all Good. Rev. W. Bain then ad-

ressed the pupils and audience at some length, expressing the unqualified satisfaction which he had received from the examination, both of the senior and junior classes, and alluding particularly to the pleasure he had received from reading the compositions of the pupils, and especially the valedictory addresses of the senior class, many of which evidenced a maturity of thought and an acquaintance with the art of composition, creditable in the highest degree, both to themselves and their teacher. He paid a high tribute to the abilities and success of Mr. Livingstone as a teacher, alluding to the high reputation now enjoyed by the Perth Grammar School, and expressed the great pleasure that it gave him to see the kindly feeling that existed between Mr. Livingstone and his pupils. He said that he for his part, would be amply satisfied if the successor who had been appointed by the board to fill Mr. Livingstone's place, should give as much general satisfaction as had been given by Mr. Livingstone. The proceedings were closed by the pupils singing "Gdn Save the Queen;" when Mr. Bain pronounced the benediction and the audience dispersed.—*British Standard*.

—NEWBORO' SCHOOL.—On leaving this school Mr. N. F. Dupuis was presented with a complimentary address by his pupils, and by a vote of thanks by the Board of Trustees.

—PETERBORO' UNION SCHOOL EXHIBITION.—The examination of the pupils of the Union School took place on Thursday and Friday last, and gave very satisfactory evidence of the progress of the pupils. After the reading of the report of the standing of the first scholars in each Department by the Principal, Dr. Burnham, chairman of the Board, took the chair, and distributed honour tickets to a large number of the scholars. Then followed recitations, the reading of original compositions, and singing by the scholars, solos and exhibition on the Piano, and military drill by Mr. Lince's squad of boys. The latter was really astonishingly well done. The steadiness of the boys was most marked, and their soldierly bearing very creditable. After the exhibition had closed, Mr. White, the Rev. Mr. Douglass, Local Superintendent, and the Principal of the School addressed the meeting. The singing of the National Anthem closed the proceedings.—*Review*.

—WARDVILLE GRAMMAR SCHOOL EXAMINATION was in the highest degree a credit alike to the head master, Mr. D. James Macdonnell, M.A., of Queen's College, Kingston, and to the pupils under his care. The school has been in operation somewhat less than two years and a-half, at first under the able management of Mr. Hart, B. A., of the same place. The people of Wardville have every reason to feel proud of their Grammar School; and if the number of persons who attend public examinations of this kind is any indication of the interest taken in the welfare of the school, I must say that they seem to appreciate the advantages it affords—not fewer than two hundred persons having been present to witness the closing exercises. At the close of these exercises, Miss Augusta Archer and Miss Addie Ward, on behalf of the pupils, presented their teacher with a handsome Rosewood and Mahogany Escrioire or writing desk, accompanied by an address, read by Mr. George Wilson, the most advanced scholar in the school. On a former occasion, viz., at the commencement of the midsummer holidays, the pupils presented Mr. Macdonnell with handsomely bound copies of the poetical works of Pope and Dryden, with a suitable address, signed by all the scholars, to which Mr. Macdonnell replied in a feeling and appropriate manner. Addresses being delivered by the Rev. Mr. McKinnon, and the Rev. Mr. Wright highly complimentary alike to the teacher and pupils, the school was dismissed, and the company dispersed, highly pleased with the proceedings and with their deservedly popular teacher.—*Cor. London Free Press*.

—CHATHAM GRAMMAR SCHOOL.—At a recent meeting of the Board of Grammar School Trustees, the following resolution was moved by the Rev. Dr. Sandys, Seconded by the Hon. Walter McOrea, and unanimously agreed to: That the Board of Grammar School Trustees feel great pleasure in expressing their satisfaction at the progress made by the pupils of the Grammar School, and also, at the great improvement in point of order as evinced during the last examination; and this result, they believe, is due to the efficiency of the Teacher, and is all the more creditable to him considering not only the shortness of the time, but condition of the school when he took the charge of it; and they indulge the reasonable hope, that the next examination will neither exhibit diminution of efficiency on the part of the Teacher, nor, consequently, of satisfaction on the part on the Board.—*Planet*.

—WOODROCK SCHOOL.—At the close of a recent gratifying examination of these schools, the pupils presented Miss Sargent and Messrs. Dick,

and Callum, with a nice address, accompanied by a valuable gift of books. In regard to the examination, the *Woodstock Times* remarks: "In the higher branches in both boys and girls departments in the spelling, there was a very satisfactory and keen competition that induced great perfection, and afforded a proof of thoroughness on the part of those in charge."

—OTHER EXAMINATIONS, AND SCHOOL ITEMS.—As we have given notices of all the school examinations, addresses, &c., which have come under our notice, omissions can be thus accounted for.

I. Departmental Notices.

CALENDAR FOR THE YEAR 1863.

1863.	SUNDAY.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.	1863.	SUNDAY.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
JANUARY	1	2	3	4	5	6	7	JULY	1	2	3	4	5	6	7
(31 days.)	8	9	10	11	12	13	14	(31 days.)	8	9	10	11	12	13	14
FEBRUARY ...	15	16	17	18	19	20	21	AUGUST	15	16	17	18	19	20	21
(28 days.)	22	23	24	25	26	27	28	(31 days.)	22	23	24	25	26	27	28
MARCH	29	30	31	1	2	3	4	SEPTEMBER...	29	30	31	1	2	3	4
(31 days.)	5	6	7	8	9	10	11	(30 days.)	5	6	7	8	9	10	11
APRIL	12	13	14	15	16	17	18	OCTOBER	12	13	14	15	16	17	18
(30 days.)	19	20	21	22	23	24	25	(31 days.)	19	20	21	22	23	24	25
MAY	26	27	28	29	30	31	1	NOVEMBER ...	26	27	28	29	30	31	1
(31 days.)	2	3	4	5	6	7	8	(30 days.)	2	3	4	5	6	7	8
JUNE	9	10	11	12	13	14	15	DECEMBER ...	9	10	11	12	13	14	15
(30 days.)	16	17	18	19	20	21	22	(31 days.)	16	17	18	19	20	21	22
	23	24	25	26	27	28	29		23	24	25	26	27	28	29
	30	31	1	2	3	4	5		30	31	1	2	3	4	5

NUMBER OF TEACHING DAYS IN 1863.

County Grammar Schools.

January	18	July	0
February	20	August	16
March	21	September	22
April	20	October	22
May	17	November	21
June	19	December	15
Total	115	Total	96

Common and Separate Schools.

January	21	July	23
February	20	August	11
March	22	September	22
April	21	October	22
May	21	November	21
June	22	December	18
Total	127	Total	117

N.B.—In Cities, Towns, and Villages, Common and Separate Schools have only one teaching day in August, and where the Common and Grammar Schools are united, the Grammar School terms and regulations apply to both.

NEW MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; a map of steamship routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and just published under the supervision of the Educational Department. Price \$6.

NO PENSIONS TO COMMON SCHOOL TEACHERS

UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum." No pension will be granted to any teacher who has not subscribed to the fund, in accordance with the preceding regulations of the Council of Public Instruction.

POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, must be pre-paid, at the rate of one cent, and be open to inspection, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post-office fine of nearly fifty per cent. for non-payment.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

The Chief Superintendent will add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

Catalogues and Forms of Application furnished to School Authorities on their application.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum; back vols. neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each.

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THE CIRCULATION OF MODERN LITERATURE.

ACCORDING to the *Bookseller*, the leading organ of the publishing trade of Great Britain, the press of that country brought forth during the last twelve months, from the commencement of December, 1861, to the end of November, 1862, no less than 4,828 new books, including reprints and new editions. Of this number—to follow the classification adopted by the *Bookseller*—942 were religious works; 337 represented biography and general history; 673 belonged to poetry and general literature; 925 were works of fiction; 216 annuals and serials, in book form; 61 were illustrative of art and architecture; 60 commercial; 278 pertaining to geography and travel; 288 law and parliamentary publications; 129 medical and surgical works; 243 oriental, classical, and philosophical books; 191 works on grammar and education; 81 naval, military, and engineering publications; 157 books on politics and questions of the day; 104 works on agriculture, horticulture, and field sports; and 148 books devoted to science and natural history. Consequently, religion stands at the head of English literature, and next to religion fiction; while commerce is placed at the very bottom. The conclusion lies near, that either the great Napoleon has said something extremely stupid in calling us a nation of shopkeepers, or that we have very much altered since the days of the great Napoleon. It is not every nation in the world that publishes between two and three religious works and as many romances per day; not to speak of poetry at the rate of thirteen new volumes per week, with an extra quantity hidden in annuals and serials, in crimson cloth and gilt edges.

The flow of this vast stream of literature is very unequal;

sometimes rapid, like a mountain torrent, and at other periods slow as a caravan creeping through the desert. There is, however, a constant rise and fall of the tide, returning with annual regularity. It is high water at Christmas, and neap tide during the greater part of the summer and autumn; but the ordinary flood sets in about the beginning of September, and lasts far into the new year. During the last twelve months, there were published in the month of January 354 new works; in February, 387; in March, 375; in April, 426; in May, 389; in June, 415; in July, 337; in August, 264; in September, 169; in October, 423; in November, 432; and in December, 848. The greatest variation is caused by novels and religious works, which fluctuate more than any other description of literature. Whereas 169 religious publications were issued in December, the number fell to 41 in the month of August, and to 33 in September; and in works of fiction, including juvenile stories, the variation was still greater, sinking from 233 new books in December to 46 volumes in August, and 41 in September. So that when the snow lies on the ground—or, within the shade of St. Paul's and Paternoster Row, the fog and mud—the great workshop of literature produces seven new books of fiction *per diem*; after which supreme effort the labor of the machine begins to flag, and sinking lower and lower every month, at last gets reduced to the bringing forth of a single book in the twenty-four hours. Unlike fiction and religion, the current of science, law, and commerce continues its course in perennial order. Science flows at the rate of twelve publications a month; law and blue-books run at the speed of twenty-three volumes in four weeks; and commerce creeps along in the most regular fashion with five monthly works. In the latter respect, the fitful vitality of the "Row" is evidently overcome by the tideless force of Cornhill and the Stock Exchange.

There seems a certain connection, not applicable, however, in all points, between the number of books, reprints, and new editions published annually, and the absolute sale and circulation of the various classes of literature. Religion and fiction again stand high in the latter list; but history and biography follow closely, and works of geography and travel in general hold a far larger share of importance than is shown by the annual numbers of this class of books. Mr. Murray sold 30,000 copies of Dr. Livingstone's *Travels*,* at a guinea

* The books marked thus * are supplied from the Depository of the Educational Department to Public School Libraries in Upper Canada.

apiece, and ten thousand more at six shillings; while of Captain McClintock's* work 12,000 copies were taken by the public; of Du Chaillu's "Adventures in Equatorial Africa,"* 10,000; and of Ellis's "Madagascar,"* 4,000. Messrs. Longman & Co. sold 4,000 copies of Sir J. Emerson Tennent's "Ceylon,"* 3,300 of the Alpine Club's "Peaks, Passes, and Glaciers,"* 1,000 of C. P. Collins's "Chase of the Wild Red Deer," and 1,500 copies of Captain Burton's "Narrative of a Pilgrimage to El Medinah and Meccah."* Of Dr. Krapf's "Travels in Eastern Africa,"* 1,400 copies were disposed of by Messrs. Trübner & Co.; of E. Seyd's "California," 500; of Ravenstien's "Russians on the Amoor,"* 800, and of the world-famous imaginary "Travels of Baron Munchausen," illustrated by "Crowquill," 3,000 copies. Considering that all of these are high-priced works, it must be confessed that the public taste is very pronounced as regards works of travel. It is certain that there is not a country in the world besides England where 30,000 people would lay down a guinea each to get a copy of a work on African exploration; or where 4,000 purchasers could be found of a publication like Sir J. Emerson Tennent's "Ceylon," sold at two pounds and a half.

However, great as is the sale and implied circulation of this class of books, it is but small as compared to that of religious works. Messrs. Macmillan & Co. sold 7,000 copies of Archer Butler's "Sermons," 3,000 copies of Mr. Maurice's "Theological Essays," 5,000 copies of Proctor's "History of the Book of Common Prayer," the same number of Roundell Palmer's "Book of Praise," published little more than a month ago; and 1,000 copies of "O'Brien on Justification." The increasing demand for theological works is singularly illustrated in the last-named book, a second edition of which was reprinted after being nearly a quarter of a century "out of print," and 1,000 copies sold within nine months. Messrs. Longman & Co. disposed of 12,000 copies of the various editions of Conybeare and Howson's "Life and Epistles of St. Paul," of 20,000 copies of the famous "Essays and Reviews," of several thousands of the "Chorale Book for England," and of 27,000 copies of the two series of "Lyra Germanica," or "Hymn-book for the Sundays and chief festivals of the Christian year." Mr. Murray sold 7,000 copies of the "Aids to Faith," edited by Dr. Thomson, the present Archbishop of York; 6,500 copies of Dr. William Smith's "Dictionary of the Bible," 2,000 copies of Dr. Hessey's "Sunday, its Origin and History," 3,000 copies of Dr. Stanley's "Lectures on the Eastern Church," and the same number of the same author's "Lectures on the Jewish Church." A new kind of religious literature, highly popular among certain classes of the community, has of late been introduced by Messrs. Strahan & Co., and has in a very short time risen to considerable importance. The works in question are nearly all handsomely bound and illustrated, yet sold at a comparatively low price, and evidently addressed to new portions of the population, whom the spread of education has driven upwards into the great market of literature. Many of these small volumes, neatly bound in cloth, and selling at from 1s. 6d. to 2s. 6d. per volume, are sold in immense quantities. A little work called "Life Thoughts" has been sold in 40,000 copies; "Speaking to the Heart," in 20,000; "Thoughts of a Country Parson,"* in 16,000; "The New Life," in 15,000; "The Still Hour," in 20,000; "The Higher Christian Life," in 25,000; "The Power of Prayer,"* in 67,000; and other of Messrs. Strahan's publications in a still larger number of copies. The demand for books like these seems a rather notable feature in the modern history of literature.

Next to religious books, novels and other works of fiction have the widest sale; and the latter even stand first in extent of circulation as regards the production of certain favourite authors. Messrs. Chapman & Hall sold more than 100,000 copies of Charles Dickens's "Nicholas Nickleby," and the enormous number of 140,000 of his "Pickwick," while works such as Mr. Trollope's "Orley Farm" have exceeded a demand of 7,000 copies. More popular still than the last-named author's novels, and closely approaching in circulation to Charles Dickens's works—considering the period past since the first issue—are the productions of the pen of Mr. Thomas Hughes, otherwise "Tom Brown." Messrs. Macmillan & Co. have sold of "Tom Brown's School Days"* no less than 28,000 copies, and of the "Scouring of the White Horse,"* 7,000. Of Kingsley's "Westward Ho!" the same publishers sold 9,000, and of Kingsley's "Two Years Ago," 7,000 copies. Messrs. Trübner & Co. disposed of 3,800 copies of Charles Reade's "Cloister and Hearth," of 3,000 of the old "Tyll Owlglass," modernized by "Crowquill," of 2,500 of "Reynard the Fox," with illustrations by Kaulbach; and of 3,000 copies of the English edition of Lowell's "Bigelow Papers." Mr. Bentley sold 11,000 of Mrs. Wood's "East Lynne," 52,000 of the "Ingoldsby Legends," and 65,000 copies of Charles Reade's "Never too Late to Mend," while Miss Braddon's "Lady Audley's Secret" was disposed of at the rate of 4,000 copies by Messrs. Tinsley Brothers. The effect of price upon

the extent of circulation of works of this class is strikingly shown in the sale of Messrs. Longman's recent cheap edition, at 2s. 6d., of Mrs. Sewall's "Tales and Stories," already issued in 60,800 volumes, and that of Macaulay's "Lays of Ancient Rome," published at 4s. 6d., of which 46,000 copies have been sold.

The very large demand for standard works in history and biography is one of the healthiest signs of modern literature. Of Mr. Smiles's "Lives of the Engineers"* Mr. Murray sold 6,000 copies of each of the first two volumes, and 4,000 copies of the third, which was published only about a month ago. Of the same author's "Life of George Stephenson,"* 5,000 copies were sold, and of the cheaper and abridged edition, called "The Story of the Life of George Stephenson," no less than 20,500 copies were required by the public. A still more extraordinary demand has been made for Mr. Smiles's series of biographical sketches called "Self Help," which were sold to the extent of more than 55,000 copies in this country alone, exclusive of a still larger American edition. Mr. Murray also sold 4,000 copies of Motley's "History of the United Netherlands,"* 4,500 of the Rev. Mr. Bateman's "Life of Daniel Wilson, Bishop of Calcutta," 2,000 of Mr. John Forster's "Arrest of the Five Members," and "Grand Remonstrance," 3,000 of Earl Stanhope's "Life of William Pitt," and 2,000 copies of Rawlinson's "History of Herodotus."* Of Mr. Dicey's "Life of Cavour" Messrs. Macmillan & Co. sold 1,300 copies; and Herzen's "Mémoires de l'Impératrice Catharine" were disposed of by Messrs. Trübner & Co. to the extent of 4,500 copies. The list reaches its zenith in the sale of the works of the greatest of English historians. Of Macaulay's "History,"* Messrs. Longman & Co. sold the astounding number of 267,000 volumes. Here the proportionate sale of history is striking, though the volumes of Macaulay are reckoned separately.

School books and other educational works, as may be expected, are taken by the present generation in very large quantities. Messrs. Macmillan & Co. sold 30,000 copies of Smith's "School Arithmetic," 8,000 of the same author's "Arithmetic and Algebra," 13,000 of Palgrave's "Golden Treasury," and 8,000 of Todhunter's "Algebra." Messrs. Chambers's educational works are in very great demand, the sale of these cheap and useful books rising to quite extraordinary figures. Of "Chambers's Information for the People"* more than 140,000 copies have been sold in this country; and of the educational "Tracts"* the gigantic number of 240,000. Previous to the American war, immense quantities of these "Tracts" were also despatched to our cousins on the other side of the Atlantic; on one occasion no less than 60,000 volumes having been sent to New York, to fulfil a single order. Not unfrequently, Messrs. Chambers sent as many as 100,000 volumes at a time to a certain American correspondent. The sale of Messrs. Longman's educational works is likewise very large. Messrs. Longman & Co. disposed of 6,000 copies of Contaneau's "French Dictionary," 5,500 of Brande's "Dictionary of Science,"* 3,000 of Müller's "Lectures on Language," 11,000 of Roget's "Thesaurus of English Words and Phrases,"* 30,000 of Sir J. Herschel's "Outlines of Astronomy,"* and 74,000 copies of Maunders's "Treasury of Knowledge."* The fact that the same publishers sold no less than 63,000 copies of Eliza Acton's "Modern Cookery for Private Families," is an event which must stand quite by itself, as a set-off against the often-heard slander that English house-wives do not understand cooking.

The sale of a work, as is well-known, does not always represent its circulation, and it may be interesting, therefore, to add to the above figures a few facts drawn from Mr. Mudie's great book-store representing the largest circulating library in the world. Mr. Mudie is, at the present moment, the happy possessor of very nearly a million of books—a collection before which that of the famous Bodleian sinks into the shade, and that of the Vatican becomes dwarfish, as far as quantity is concerned. The relative importance of the various classes of English literature shapes itself somewhat differently, as before given, from the point of view of the supporters of this great lending library. During the ten years ending December, 1862, Mr. Mudie added close upon 960,000 volumes to his library, nearly one-half of which were works of fiction. To this immense collection, history and biography contributed 215,743 volumes; travel and adventure, 125,381; fiction, 416,706; and miscellaneous books, including religious, scientific, political, and other works, 202,157 volumes. Of many popular works, in great demand at a particular time, from one to three thousand copies were taken by Mr. Mudie, the highest number being reached in Dr. Livingstone's Travels, of which 3,250 copies were added to the library. In the opinion of Mr. Mudie, every book finds, on an average, thirty readers—considerably more, in the majority of instances, as regards novels, and considerably less in the case of scientific and philosophical works. The most popular novels, according to the experience thus gathered, have been "Tom Brown's School Days,"* and "Uncle Tom's Cabin,"* and next to them, "John Halifax," "Vanity Fair," "Adam Bede," "Two Years

Ago," "The Woman in White," "The Caxtons," and "East Lynne,"—in a descending scale, according to the order here given. Considering the large basis on which these statistics are founded, they are not without importance for measuring the circulation of modern English literature, and the literary taste of the age.

Modern French literature is infinitely behind that of England, in quality as well as quantity, though on the first look the latter appears not to be the case. While the *Bookseller* brings its monthly list of four hundred, the *Bibliographie de la France* announces, during the same time, its nine hundred or even thousand new works, all fresh from the press. During the period from January 1 to December 20, 1862, the number of books published in France, according to the *Bibliographie*, amounted to 11,484, which gives exactly 957 new works per month. This seems a most formidable quantity of fresh literature, but it dwindles down immensely on closer examination. The French law compels every author or publisher to register whatever appears in print, and hence the merest trifles, fragments of a pamphlet, and parts of a flying sheet are entered in the official list, and come to swell the contents of the French *Bibliographie*, far beyond the limits of the more modest as well as honest English *Bookseller*. In reality the France of our days produces not a third of the number of *bond fide* books in England; and the superiority of quality as well as quantity need not be insisted on in view of the well-known relation of imperialism to literature. The following facts, however—collected from the very best sources, and guaranteed as such—may give an idea of the circulation of modern French literature.

The "Mémoires" of Guizot have reached a sale of 9,000 copies; the works of Ernest Renan of 3,000, and the novel, a type of its class, called "Madame Bovary," a sale of 22,000 copies. The celebrated "Roman d'un Jeune Homme Pauvre" has been sold in 35,000! "Le Cas de M. Guerin," and "Le Nez d'un Notaire," by Ed. About, in 12,000; and the notorious "Fanny," by Ernest Feydeau, in 35,000 copies. The other novels of the last named author have as yet not reached a sale higher than from 5,000 to 6,000; but the disreputable works of Paul de Kock have now an annual demand of from 2,500 to 3,000 copies. The "Histoire de Sybille," an ultramontane romance, by Octave Feuillet, reproduced from the *Revue des Deux Mondes*, has gone, since October last, through three editions of 2,000 each; and other works by the same author have had still greater success. The novels of George Sand have had only a sale of from five to six thousand, showing a considerable falling off in popularity. "It is a notable feature of the literature of the day," writes our informant from Paris, "that really good novels, of the Hugo and Sand character, brought out by Lévy, Hetzel, and other first-rate publishers, have a comparatively limited sale. Even books are not liked the engravings of which are too fine and on too white, satin-like paper." The "Mémoires de Rigolboche," not sinning in this respect, have had a sale of above 50,000, though the price was high.

The French edition of Victor Hugo's "Misérables" consisted of 16,000 copies; while 40,000 were printed at Brussels, 3,000 copies of which went to Italy; 2,200 to Russia; 1,700 to England, the same number to Germany; 800 to Spain; 700 to Holland; and 400 to North America. Of Thier's "Histoire du Consulat et de l'Empire,"* 50,000 copies were published; of Baron Bazancourt's official history of the Crimean campaign, 23,000, and of his history of the Italian campaign, 17,000 copies. The works of Alexander Dumas & Co. sell at the rate of about 6,000 per annum, besides the reproduction in a number of half-penny papers; and the romances of Eugene Sue, including the "Juif Errant" and the "Mystères de Paris," continue to have a like annual demand. French school books, on the other hand, have a small sale compared with our own educational works. Of the celebrated "Dictionnaire de l'Académie" no more than from 500 to 600 copies are disposed of annually; and from 700 to 800 of Becherelle's "Dictionnaire National Français." As a set-off against this, the pamphlet trade is very important, quantitatively speaking, single sheets often rising to a sale of sixty or seventy thousand copies. Of the notorious print, "Napoleon III. et l'Angleterre," 72,000 copies were sold in a few weeks.

There being no real political life in France, the periodical press of the country to a great extent has got into the novelistic and family-magazine condition, and leaders and reviews are swamped in the all-important *feuilleton*. Consequently, the circulation of the chief newspapers—of "leading" newspapers it is impossible to speak—belongs in many respects to the French book-world, and may serve to indicate the public taste at the present time. At this moment, the *Siècle*, representative of the *épiciér* element, stands at the head of the daily press, with a circulation of 50,000; followed at a good interval, by *La Patrie*, with 28,000; *L'Opinion Nationale*, with 21,000; *La Presse*, with 19,000; *Le Constitutionnel*, with 18,000; the *Journal des Débats*, with 12,000; *La France*, with

11,000; *Le Temps*, the incomparably best French newspaper of the day, with 7,000; and *Le Pays*, with 6,000 subscribers. The bi-weekly *Figaro* sells 5,000; the weekly *Illustration*, 27,000; the *Monde Illustré*, 22,000; and the penny illustrated paper, *Journal pour Tous*, 70,000 copies. The bi-monthly well-known *Revue des Deux Mondes* has an edition of 13,000; but the *Journal du Dimanche*, with Alexander Dumas & Co., and plenty of "Rigolboche," an edition of 100,000 copies. The provincial journals of France have all a very small circulation; the largest two being the *Journal de Chartres*, with 7,800 subscribers; and the *Gironde* of Bordeaux, with 5,000. Centralization is evidently the order of the day in France, even in journalism—centralization crowned by Alexander Dumas the Great, and "Rigolboche."

To say a few words about the circulation of modern German literature might not be uninteresting, did not the limits of the *Spectator*, even with the largest of supplements, put in a decisive veto. In proof of this it will be only necessary to state that there were published within the last twelve months in Germany the overwhelming number of fourteen thousand new books.—*London Spectator*.

2. LITERATURE FOR CHILDREN.

Most of the reading provided for children consists of stories. Some of these are good and useful, but others are hurtful. A considerable part of the juvenile reading-books is made up of fancy tales, accounts of strange adventures, real or fanciful; and stories of ghosts, giants, and magicians. Such stories are attractive to children, and are read with intense interest, mingled sometimes with wonder and fear, and sometimes with mirthful pleasure. If immediate gratification were the chief end to be secured, these books would be just the ones. They answer that purpose fully.

But we cannot test the true value of books thus. A child's reading will leave its influence upon his mind after the immediate pleasure has passed; and in estimating the value of books, we must judge by their permanent influence rather than by their present effects. The kind of reading described above, seems to me to be very injurious. It gratifies the child without instructing him. It does not draw out the thinking powers, and encourage intellectual effort. It makes the mind indolent and morbid, and creates a distaste for useful books. The child becomes accustomed to read for amusement or excitement, and simple, truthful, and instructive literature seems to him dull and tedious. When this vitiated taste is formed it will strengthen itself by repeated gratifications, until the story-loving child becomes a slave to it, and spends every available moment in devouring works of fiction. Such seem to me to be the direct results of these juvenile books, and, if so, every parent or teacher who provides such books for children, is fostering a taste for fictitious reading. I do not here intend to condemn fiction unqualifiedly. It may at times be of use to those whose tastes are formed; but it does not seem to be desirable as a moulding influence in childhood.

Books for children should be such as will be of benefit to them while they read, and ever after. The style should be agreeable, so as to interest the child; and the subject-matter should be instructive and strengthening to the mind. The subjects should be varied, so as to appeal to the intellect, conscience, and heart. Is not the field of truth broad and diversified enough to satisfy the wants of any mind? There are the phenomena of day and night, and the succession of the seasons—the tetrarchs of the year; the varieties of beasts, birds, and fishes, with their peculiar habits and modes of life and relations to man; the beauties of flowers and trees, and the majesty of forests; the delicate forms of vegetable and insect life, which the microscope reveals; the mysterious forces of nature, and the sublimity of the "blue and starry sky." The field of history is also rich in lessons that will interest and benefit any child. The material is abundant, and can easily be made attractive to young minds. Above all, there is the realm of spiritual truth revealed in the Holy Scriptures. There are beautiful biographies, noble examples of faith and love, and the teachings of heavenly wisdom. Is there not enough in nature, history, and revelation, to fill the reading books of the young? Is there any beauty of the mind that can not be gratified and cultivated from these sources? Why should these healthful and inexhaustible fountains be neglected, and the exciting draughts of fiction be given to the immature? The imagination can be amply developed without such stimulus, and much more healthfully. The world is full of beauties, which can be admired in nature and imitated in art. Music offers its delights. Poetry and painting, and all natural and artistic beauties, spread out their charms and invite the soul to enjoy them. All these are salutary. There is no deficiency in the supply of healthful nourishment and gratification that needs to be made up by hurtful fiction. God has furnished all that men need.—*Iowa Instructor*.

3. PLEASURES OF READING.

A literary taste, apart from its other uses is among the most pure and enduring of earthly enjoyments. It brings its possessor into ever-renewing communion with all that is highest and best in the thought and sentiments of the past. The garnered wisdom of the ages is its daily food. Whatever is dignified and lofty in speculation or refined or elevated in feeling, or wise, quaint and humorous in suggestion, or sparing, or tender in imagination, is accessible to the lover of books. He can command the wittiest, or the wisest of his companions at his pleasure. He can retire and hold converse with philosophers, statesmen, and poets; he can regale himself with their richest and deepest thoughts, with their most exquisite felicities of expression. His favorite books are a world to him. He lives with their characters; he is animated by their sentiments; he is moved by their principles. And when the outer world is a burden to him—when its ambitions fret him, or its cares worry him—he finds refuge in this calmer world of the past, and soothes his resentment, and stimulates his languor, in peaceful sympathy with it. Especially does this love of literature rise into enjoyment, when other and more active enjoyments begin to fade away. When the senses lose their freshness, and the limbs their activity, the man who has learned to love books, has a constant and ever-growing interest. When the summit of professional life has been attained, and wealth secured, and the excitements of business yield to the desire for retirement, such a man has a happy resource within himself; and the taste which he cultivated at intervals, and sometimes almost by stealth, amidst the pressure of business avocations, becomes to him at once an ornament and a blessing. It is impossible to over-rate the comparative dignity, as well as enjoyment of a life thus well spent, which has preserved an intellectual feeling amidst commercial ventures or sordid distractions, and brightens at last into an evening of intellectual wisdom and calm.—*Principal Tulloch, D.D.*

4. SELECTING BOOKS.

One of the leading influences in the education of the young in our families and Sabbath schools, is that of books and periodicals. But this is an agency to be carefully guarded, and which requires the exercise of sleepless vigilance to prevent it from being abused, and thus defeating the wisest plans that may be formed for cultivating the intellect, and developing and educating the moral sentiments of children and youth. Sensation books, with fancy bindings and unique titles, are eagerly sought after, and read with avidity, but too often undermine, by a slow but sure process, the nobler traits of the youthful character. The number of books for the young now issued from the press is so large as to render it impossible for parents and teachers to gain even a cursory knowledge of their contents, and hence books often find a place in the family and Sabbath school library, whose teachings are destructive of all moral and religious principle. In this view the value of institutions which select and publish only the best books, on which all may rely, is inestimable.—*Am. Messenger.*

5. PUBLIC LIBRARY IN TORONTO.

From a recent presentment of the Grand Jury in Toronto, we make the following extract:—

"We believe that the time has now arrived when public attention should be directed to a want which has hitherto been but partially felt. We mean the absence of a public library, not where works of fiction and the lighter elements of *Belles Lettres* may be obtained, but where access may be had to those more sterling works of recon-dite research, indispensable to the student of science, history or literature, and which should alone be permitted to be read within the walls of the library. In the former instance the Mechanics' Institute, to a certain degree, fills the void;* and in the department of Law, Osgoode Hall is to some extent well supplied. We also deem it due gratefully to advert to the courtesy of the learned President and Professors of the University, who always throw open their shelves to any who may wish to consult them, and to aid the inquirer with their advice. But we think unanimously and earnestly, that the city should entertain the project of granting some aid to a library, the property of the city itself. It is true that this suggestion may have the phase of novelty, for we regret to say that few Corporations on this side of the Atlantic, show sympathy with learning or its votaries, but we are in the hope that Toronto will prove an honorable exception, and will lead the way in an altered state of thinking. We would therefore recommend that an annual sum should be appropriated toward such a library, and it seems to us that the Canadian Institute presents an admirable basis for the formation of such an institution. And if arrangements could be

* Mr. Edwards, the Librarian of the Mechanics' Institute, has replied to this statement, that it undervalues the number and variety of books in this library.

effected with the Institute, in a few years a library would exist, which, while it would be a source of pride to all connected with the city, would most beneficially react on the tone of thought and the habits of the community."

II. Papers on Practical Education.

1. TWO SORTS OF SCHOOLS.

On approaching the door of School No. 1 all is quiet. You are in doubt whether school is in session; but a light rap brings a noiseless step to the door. You enter, but no marked sensation is produced, no business is interrupted, no considerable portion of the pupils turn their eyes from their books to stare you in the face. The recitation progresses with spirit to its close, when the teacher announces in a clear, distinct tone the limits of the next lesson, but does not repeat it. At a single and light stroke of the bell the succeeding class moved to the place of recitation with but little noise, but with a regularity equal to a company of well drilled infantry. Each recitation has its time to commence and its time to close. The teacher's desk, the desk of each pupil, and in fact the entire room seems to be arranged according to the same plan, viz: "A place for everything and everything in its place." A boy of nine years repairs the fire, but no exercise is interrupted by the noise of rattling stove door, wood or poker. The extra sticks of wood are not left on the floor for the next class to stumble over, but find an orderly position under the stove, where no wood box has been provided. Recess in this school is a merry time. Every one is up and moving—no one studies, save as they consult each other or the teacher respecting doubtful questions found in some lesson. Feet trip lightly across the floor, and many happy voices mingle in the medley chorus, but no door slams and no loud brawl is heard. The bell rings, and scarce a minute passes ere quiet is restored, when study and the recitations are resumed with renewed interest and vigor.

Well, let us drive over here two or three miles and drop in at School No. 2. While tying your horse the hum of the scene within reaches your ear. You approach the door, doubting whether you will be introduced to a recitation or a recess; and after a second, perhaps a third, loud rap, you gain admittance: but you are no less in doubt what name to give to the exercise that is progressing. You can, however, soon determine what is the general exercise when you see that four-fifths of all the pupils present gaze you full in the face for the first fifteen minutes. But when the "school-master" or "school-marm" has several times repeated, "Attend to your studies, all," the scene changes somewhat, still you are left to conclude that the change is not so much due to the command of the teacher as it is to the fact that the novelty of your presence has in some degree subsided.

Soon the scene is a varied one. Every fourth scholar is whispering—every fifth studying so loud that he can be heard across the house—five or six are moving in different directions for some unknown object. John cries out, "Please may I leave my seat?" George, "go to the stove?" and Mary, "get my book?" A class is called out to read; after two or three minutes time lost in disputing which is the right lesson, the exercise commences. The teacher tells each one to commence as his or her turn arrives, and often gives the number of the verse. When the pupil hesitates, and sometimes when he does not, the teacher pronounces the word for the reader, and in many instances spells out the same. While this pupil is thus blundering through the sentence, the remainder of the class are at liberty—at least they use the liberty—to occupy their eyes and thoughts with what suits them best. So the reading progresses, and so it ends. In like manner lesson after lesson is gone through with, and finding it impossible to keep yourself interested in the bungling exercises, you walk around the room—and what do you see? Books, soiled with dirty hands and written over, outside and in, with awkward pencilling and indecent thoughts, scattered in confusion on the various desks. Under this boy's desk is a pile of whittlings; under that girl's a litter of torn paper. Overhead, the ceiling is bespattered with paper wads; underfoot, the floor is strewn with nut-shucks, fragments of bread and butter, apple cores, etc. The only evidence that sweeping has been attempted at any time, is, that the dirt is deeper in the by-places, behind the doors, desks, &c., than on the open floor.

The above may, to some, seem overdrawn, yet it is not. Other points of difference, equally patent, might be multiplied. It is a pleasure, however, to be able to say that the "number-two" teachers are not the most numerous. Very many, even among our most inexperienced teachers, manifest a fair amount of tact to govern and ability to teach.—*A. Hendrickson in Wisconsin Journal of Education.*

2. VICTORIA SCHOOL, BROCKVILLE.

From a recent report of the Local Superintendent of Schools in the town of Brockville we select the following:—

The apparatus which your board has secured for the school is a great improvement, as it gives the school a higher position in the estimation of the community, and presents a strong attraction to the pupils. As it is gradually made use of in the conduct of the School, I am persuaded that it will elevate the general standing of the pupils and School.

You have acted with intelligence and much judiciousness in granting prizes. * These will furnish a spur to all to study, and those who are unsuccessful in one competition, will be stimulated to make greater exertions in the future. My experience has been that prizes are an excellent feature of any school, and that the objections brought against them are greatly more than counter-balanced by the good they do. One thing is greatly needed, punctual attendance on the part of pupils. Many are yet very irregular in their attendance, too many drop in late, and great is the injury which is thus done to all parties. This at present is the greatest evil in the school.

I shall close with a few suggestions to your board, which I think are worthy of your consideration.

1. The first division is too unwieldy for one teacher, and for vigorous working needs to be divided.

2. The mid-summer examination would be a more suitable time for the distribution of prizes, when the classes have been carried up to the standard in each division.

3. It would serve both as a stimulus and reward to success, if the names of the successful competitors for prizes were published in our local papers.

4. I would suggest the propriety, as speedily as possible, of securing a library for the use of teachers and pupils. It is much needed and in places where it has been obtained, has been followed by excellent results.

5. The teaching of vocal music in the school appears to me a very desirable thing, and is becoming more common in our schools. In many ways it has a good effect upon the pupils.

6. I would also recommend that the ten commandments should be taught in the school.

3. CIRCULAR FROM THE LOCAL SUPERINTENDENT TO THE TRUSTEES AND RATEPAYERS OF SCHOOL DISTRICT NO. 1, COUNTY OF BRUCE.

(Inserted by request.)

GENTLEMEN,—Finding great difficulty in getting many of you together at School Lecture meetings, and the subject of Education not at all commanding that share of attention we should like, I have taken the liberty, the trouble and expense of addressing you on the most important subject by the press.

I know the country is new, and the settlers generally poor; and, compared to other places, there is much to commend and to comfort. But still a great deal remains to be done that should and could be done with no loss, but much profit and honor to the whole community—especially the youth on whose training the piety, the morality, the wealth and prosperity of the whole country so much depend.—The old people are almost worn out and will soon be in the grave; and the country with all it contains will very shortly be in the hands of the youth, and the measure of their success shall depend on the training we shall be able to give them.

Permit me, therefore, gentlemen, to call your attention to the fact as deserving solemn consideration, made known by the last half-yearly returns, that of 2026 register scholars only 618 average scholars of teaching time are made out; and if we add, one-fifth that are never sent at all, the attendance of our district is only one-fourth of the children of school age. Placing a great number on the school Register amounts to very little, when we find some names for one day in the year, a great many from one to twenty days and continuing every single day, it takes 3½ register scholars to make an average, one of full time. This I publish for conviction and correction. There is a small increase of the past year over the previous, however, far short of what it should be; for it would cost you little, perhaps not one cent to double the attendance of our schools, they being all now free.

As schools houses are now built very conveniently at a regular distance from a quarter of a mile to 2½, all children from 6 to 12 years of age should attend as a matter of sacred duty, whilst a teacher is engaged, paid by the section, and charging no fees. We are careful not to hurt our horses or oxen by using them too young. Should we not be equally careful of our children? If you give them the second six years in school, they ought to have the elements of an English Education. They are out of your way, being under the eye of a careful guardian, more safe from injury and accident, and

the last three years of their school time, if poverty or necessity require it, may be used by the parent.

In the Southern States where four millions of slaves are sold and bought as animals or chattels they are not wrought for fear of hurting them, but allowed to run wild till 12 years of age. Should not we show equal care of our own children, with all our boast of superior freedom and christian civilization? No fees being required, you, gentlemen, as you love your children, love to see a growth of the mind as well as that of the body—as you love your country and the vast interests of the immortal soul, and without confusion give account to God for your charge, give that training to your child that God puts within your reach.

What a sin and disgrace that when the good, the wealthy, and the intelligent party of the community build a school house and engage to pay a teacher for the education of the children of the poor, that the undutiful and miserable parent neglects and despises the favour, and in spite of the love and patriotism of others, force on his unhappy offspring one of the worst hereditary evils that can afflict humanity—which is gross ignorance.

If this will continue, the State after the example of other countries, being the true guardian of the weak, the injured, and the oppressed, will and should interfere, and fine this as a crime, when not excused by sickness or some natural necessity.

Look at the weak and helpless condition of a wild Indian, a South Sea Islander, or a poor African, and you clearly see in comparison with intelligent and properly trained people, the weakness, the superstition, the destitution, and the awful miseries entailed upon man by ignorance, and that it has been well said that "Knowledge is better than strength." Yea by its aid we find not unfrequently one man doing what 20,000 men could never think of doing.

Whence our conjugal virtue, and social order, our commerce, our wealth, our almost miraculous power of travel, manufacture and traffic!—from training. Knowledge thinks nothing of taking a tramp round the world with 4 or 8,000 tons, on a trackless path never seen before, at the rate of 12 or 15 miles per hour. Take up 10,000 men, with all their arms or baggage, and with a power begotten by few splinters of wood, run with them, if they please asleep, from 30 to 60 miles an hour on a land route. Or hold conversation with the man on the other side of the earth as on the other side of the street, or along the very bottom of the ocean, for 2,000 miles or more.

But more particularly, Whence the many thousand comforts of the poor untutored man in the midst of light and civilization? Are they not greatly from the knowledge of others? Blessings spread around him unconsciously, like the light of the sun on the animal which never understands whence the benefit is enjoyed. The child in his trying struggles and weary pilgrimage through a life of sorrow, in a fallen state, is greatly favored by throwing light on his path. You do this as you enlighten his mind: enlarge his capacity to deal with the sure opposition of his lot, and make the very best of the favourable wind in his sails by teaching him to set them to the very best advantage.

Therefore, the voice of all material things he has come to in contact with, master and govern, is "teach the child if you would make him a man." The peace, the wealth, the commerce, the honor and prosperity of our country, and the necessary claims and advancement of the present and coming generation returns the echo, "Teach the child" to act out his share in the great competition of this highly favored and happy age of experiment, discovery and advancement. Yea, fully admitting the truth of the sayings of the wise that "Education is the torch of Christianity and the handmaid of Religion," no wonder that the peremptory voice of Revelation is "Train up a child in the way he should go and when he is old he will not depart from it." "It is not good that the soul be without knowledge." "Fools are said to hate knowledge, but in hating it they are said to love death." The animal by instinct is fully prepared to answer his end, and fill his lot; but poor man, although the lawful governor of the animal, and designed to answer an end ten thousand times greater, is said by a great writer to be without training "very little above the animal," and in some points far below the same.

How shall man secure that great and most desirable power, that is, power over himself? A new nature created and trained to govern the old man that is corrupt. Is it not by knowledge and teaching? For the enlightening of the mind, the renovation of the nature and sanctification of the heart, teaching is the great duty of the parent, the minister, and the teacher. We leave the power with God but the means with the creature. The child rather loves to be let alone in ignorance and sin, although the same will be sure to ensure his ruin at last.

Whence comes the knowledge of the Immortal and Invisible? What lifts the veil of the future, and secures to man a good hope through grace? Is it not imparted to man by teaching. Therefore, all our Missionaries to the dark and untutored heathen, work their

* Obtained from the Educational Department, Toronto.

difficult way into the horrid region of the pagan mind by the school house as well as the chapel, by teaching as well as preaching. So my good friends bear with me whilst, by love and office, I urge you to do justice to your children in this matter, as you have to answer to God and your country for them. Ensure them a common English education to help them through the world, and you have left them, poor or rich, a good legacy. It may cost you from \$1 to \$3 a year for a whole family; and this you pay whether you allow the blessing to your own children or not. Build the school house, therefore, not as a child starvation and a disgrace to the section, but such a house as the health, and comfort of your children requires.

By so doing you may pay *one dollar* more for the house, but save \$20 by the doctors' bill and add full ten per cent. to all the property of the section. Engage a good teacher, and remember that a cheap article in the market is very often the dearest in the wear—that one teacher often does in a year what another may not do in three.

Then encourage the teacher and the children, at least, by one day of examination or *exhibition*—for you do that as farmers to improve seed and stock. Send not only your children to school, but ensure regular attendance. Do not engage to pay \$20 a month to any man to teach three or four children, or empty benches. There is no use or common sense to place an axe or a hoe in the hand of a child under 12 years of age, unless you are determined to crush or strain a frail body half made. Neither is there any use to stick up a child in a gap of the fence, for he is a very bad fence all day, but far worse than useless at night.

In conclusion, let me beg of Trustees and Teachers, in behalf of the children, the government of *love and mildness*, carefully avoiding all undue severity and tyranny. Man is made to be led not driven. Let the child be enabled to look back over the lapse of 30 years on the school-house as a bright and happy spot; not a prison or penitentiary. If any child is sent to school weeping, the case should be inquired into, and the reason found out. Rarey's training of wild horses has been thought almost a miracle, but is now found to be greatly by kindness. Surely the creatures of reason and affection equally require it.

We have to improve on the past; railing and sarcasm, the wearing out of the switch and the taste, with the punishment of wrath and passion, ought and must be done away with. Follow as you possibly can the great principle of the Divine government which is *love*, and the second in order to it is the "great recompense of reward." Wishing you all success,

Believe me, gentlemen, Yours, most respectfully,

WM. FRASER,

January 15th, 1863.

L. Superintendent of Schools.

III. Papers on Classical Subjects.

1. THE STUDY OF LATIN.

Many of our Grammar schools contain a class of pupils who do not intend to pursue a liberal course of education, but who wish, for various reasons, to take up Latin. Not a few of them will commence the study with a good degree of energy, but in a few months become tired of it and anxious to give it up. If permitted to do so, the time already spent upon it will have been wasted, and if compelled to go on, their growing distaste for the study makes it of doubtful benefit. Without pausing to discuss the old question of the relative merits of mathematics and the classics as a means of mental discipline, we would start the inquiry, "How can such pupils pursue to the best advantage the study of Latin?"

Undoubtedly, observation will confirm the statement that there is both too much and too little time given to Latin in our higher schools. Too much, because some scholars ought never to have commenced it and because time is wasted through defective modes of teaching it. Too little, because it is an admirable means of discipline when properly pursued, and also because more pupils than are usually found engaged in the study might do so with advantage.

The first mistake commonly made by the pupil is with reference to the kind of benefit he expects to gain from the study of an ancient language. Oftentimes it will be found that the scholar has no intelligent idea about it, but wishes to study it, perhaps, because some of his fellow pupils are doing so. The correction of such an error is evidently the first duty of the teacher. Let him present to the mind of the pupil the true ends to be attained by the study of the ancient languages, and at the same time make him understand that no satisfactory knowledge of either Greek or Latin can be gained without diligent and persevering study. There may be exceptions to the rule, but as a general thing, if the boy or girl cannot devote two or three years to the study he or she had better not commence it.

Let him also be assured that for the first year at least he must delve and toil as it were in the hard rock to find the precious ore of

knowledge. All this can and should be done by an instructor who is alive to the real interests of those committed to his charge. But after that comes another and more difficult question. How can a three years' study of Latin be made at once interesting and profitable? How shall the pupil be made to progress thoroughly and not too slowly?

It is usually the custom of teachers to mark out for such pupils a course exactly like that which they would adopt if preparing them for college. But it is a question whether some modifications ought not to be made in the case of those we are now considering. Students who are to spend four years in college occupy by far the larger part of their time in the academy or high school in the work of preparation. The amenities of study come after they have entered the university. Of course nothing can take the place of a thorough and systematic drill. It is essential to the success of every student of Latin. But it is doubtful whether it needs to be as prolonged or extensive for those whose time is so much more limited. Shall no attention be given to the literature and history of the language?

At the public schools in England we know that the attainments of the best scholars in the ancient languages would shame those of many of our college graduates. But if we do not think it necessary that our university students should be able to write Greek and Latin poetry, may not there be still more allowance made for those who can never enter the university? In some of our schools, especially in the city, the teacher has no choice. The same course is marked out for all who study the same branches. But in many others it is not fixed by any particular rules, but is left, more or less, to the judgment of the instructor. The question then recurs again, "What are the ends to be kept in view and how can they best be attained?" The single topic in connection with this whole subject on which we would now make one or two suggestions relates to its connection with the study of English. One of the most striking facts with which the student becomes conversant in studying the structure of our language is that a large part of our words are derived, either directly or indirectly, from the Latin.

Of course, then, a knowledge of Latin becomes an essential means in gaining a clear and thorough knowledge of English. But in addition to this there should be the ability to use our native tongue with gracefulness and precision. To the attainment of this end perhaps nothing contributes more than the habit of making careful and critical translations from one language to another. Scarcely any point is more neglected in our schools than this, and consequently no accomplishment is rarer. Too often teachers content themselves with very ordinary renderings of the text, and not unfrequently with very loose and inaccurate versions.

Undoubtedly the ability to translate well depends somewhat upon the command of language possessed by the pupil. But it is equally certain that this power may be increased by careful exercise. The critical judgment of the scholar should be frequently called into action. He should learn to discriminate accurately between the meaning of synonymous words. The differences of idiom and the exact signification of words as determined by their composition and derivation should be dwelt upon. Written translations of difficult passages will also be found a useful exercise.

By persevering in this method the instructor will find his pupils acquiring a new power in the use of language and at the same time forming a habit of thoroughness and accuracy which will be invaluable to them in other studies.

But in order to effect all this the teacher himself must be both careful and diligent. He must be ever mindful of the truth that there is no channel of influence through which he is not impressing his own mental and moral characteristics upon the minds of his pupils. So subtle and mysterious is the sympathy between the souls of men that even his own habits of thought and study will be felt and in some degree reproduced by those who receive his instruction.—*Rhode Island Schoolmaster.*

2. NOTES ON COINS.

The science of Numismatics has a claim on all intelligent persons that no other subject of study can surpass. In Coins and Medals, more than any other monuments, the past is preserved and its heroes and great events are kept, memorable forms of worship, manners and customs of nations; title of kings and emperors may thus be determined;—in fact, coins have been frequently of the greatest service, by illustrating doubtful points of history, and even by bringing to light circumstances and events unknown to us before. Without the help of medals and inscriptions we should be ignorant of a fact exceeding honourable to the memory of Antoninus Pius. Possibly it was to the almost imperishable nature of the splendid medals of the Augustan age that Horace alluded, when he spoke of a fame more enduring than brass. Then as now, the record of coins and medals were regarded as most lasting; and it may be safely affirmed, that we owe as much of our historical knowledge of the remote past to the coins of nations

long since passed away, as we owe to their written chronicles on paper or parchment.

Coins first consisted of rude lumps of metal, and were afterwards stamped on one side only with simple devices, such as a pomegranate or bird, helmet or flower. The device was afterwards improved into a head, generally of the patron divinity of the country or town where the money was coined; and at a subsequent period the clumsy mark of the hammer, visible on the earliest specimens, was exchanged for some emblem or device, thus giving to each side of the coin a similar decoration.—Portraiture of rulers was not introduced on coins before the reign of Alexander the Great, and he was first represented as the god Jupiter Ammon, in which character he appears on a coin struck by Lysimachus. A Grecian Drachman, coined in the days of Alexander the Great, was picked up in the streets of the once buried Pompeii. It has on one side the head of Alexander; on the reverse, a figure of Jupiter sitting in a chair holding a hasta pura (spear of favour) in his left hand, and an imperial eagle in the right,—the inscription is Alexander. During the age of Phidias and Praxiteles, the most flourishing period of Greek art, some of the most beautiful statues of divinities were copied on coins, and occasionally groups of figures were added, so that by this means we can behold transcripts of many celebrated works which perished years ago. This custom also prevailed in the time of the Roman emperors. Coins may fairly be called sculpture in miniature; and it is by their means that the famous Venus of Cnidos, the Palatine Apollo, and the Colossus of Rhodes, are still preserved, although history too clearly narrates the exact circumstances of their destruction. Various family types occur in Roman Consular Coins, which commemorate some remarkable events connected with the consulship of certain individuals.

As historical records, therefore, these coins are peculiarly interesting. The coins of the Æmilian family supply striking examples of types of his class. The imperial types exhibit triumphs and consular processions, the emperors continuing to retain the ancient consular rank and authority. Allusions to the consulships and consulships elect of the emperors are frequent in the legends of the imperial coins; the compound titles which the emperors were pleased to assume, with their names, are also in this same manner recorded.

It will be borne in remembrance that the title IMP. (Imperator) was not prefixed to the imperial name until, in later times, the Romans had become so familiarized with sovereignty that they no longer hesitated publicly to recognize the fact.

Under the title of Roman Medallions are included all those productions of the Roman mint which exceed the current coin in size and weight. These medallions were struck, both at Rome and in the Provinces of the empire, on various occasions, generally for the purpose of commemorating some event of historical interest, and occasionally for ordinary currency. Before Hadrian, Roman medallions are very rare, but subsequently they are of more frequent occurrence. The medallions struck by the Senate bear the letters S. C. (Senatus Consulto). The following Emperors commemorated their conquests in Britain on certain of their coins:—Claudius, Hadrian, Antoninus Pius, Commodus, Severus, Caracalla, and Geta. A few years since, a number of small brass coins, evidently from a Roman Mint, were dug out at Canwick, at a depth of eighteen inches from the surface. The majority are in a high state of preservation, especially some of the time of Constantine the Great, commonly known as the first Christian Emperor. A small brass coin is comparatively little impaired by the immense lapse of years it must have lain in the ground. The obverse, which is sharp, clear, and distinct, has upon it the helmeted head of the Emperor, and bears the inscription CONSTANTINVS AVG. (Constantinus Augustus.) The reverse is less distinct; but upon it may be traced two winged figures, apparently in an act of ovation, and an inscription which, though partially erased, in all probability was VICTORIÆ BRITANNICÆ. Though the statues of marble, the arches of triumph, the gorgeous palaces reared by the Monarchs of the Empire of Rome, have been razed to the ground and have crumbled into dust, these, in themselves, paltry coins, remain monuments of the might of the age they represent, and record, fresh as the day they were coined, such great historical facts in their inscriptions as Victoriæ Britannicæ and Judæ Capte.—From "Notes on Coins," read before the Numismatic Society of Montreal, by S. C. Bagg, Esq.

IV. Papers on Canadian Subjects.

1. CANADIAN INDUSTRY AND TRADE.

Statistical tables are proverbially dry and uninteresting to the majority of the reading public. Nevertheless they are frequently of great importance in shewing the direction of a people's industry, and its probable future development. It is often very troublesome to search for accurate statistical information in the parliamentary documents issued from year to year, and few have access to those

which relate to the earlier years of our history. We append a few interesting tables, carefully compiled from parliamentary documents, which will be valuable to those who take an interest in our rapid commercial and industrial progress.

TABLE I.
Exports of Wheat from 1838 to 1861.

Year.	Bushels of Wheat.	Year.	Bushels of Wheat.
1838	296,020	1850	4,547,224
1839	249,471	1851	4,275,896
1840	1,739,119	1852	5,496,718
1841	2,313,836	1853	6,597,193
1842	1,678,102	1854	3,781,534
1843	1,193,918	1855	6,413,428
1844	2,350,018	1856	9,391,531
1845	2,597,392	1857	6,482,199
1846	3,312,767	1858	5,610,559
1847	3,883,156	1859	4,032,627
1848	4,248,016	1860	8,431,253
1849	3,645,320	1861	13,369,727

TABLE II.
Value of all Agricultural Products exported from Canada from the years 1853 to 1861, inclusive.

Year.	\$	Year.	\$
1853	8,032,535	1858	7,904,400
1854	7,316,160	1859	7,339,798
1855	13,130,399	1860	14,259,225
1856	14,972,276	1861	18,244,631
1857	8,882,825		

TABLE III.
Comparative Statement of the Products of the Forest, during the years 1853 to 1861, inclusive.

Year.	\$	Year.	\$
1853	9,293,338	1858	9,284,514
1854	9,912,008	1859	9,663,962
1855	7,832,660	1860	11,012,253
1856	9,802,130	1861	9,572,645
1857	11,575,508		

TABLE IV.
Comparative Statement of Imports, exhibiting the value of Goods entered for consumption in Canada, during the years 1852 to 1861, inclusive.

Year.	Great Britain.	N. Amer. Colonies.	West Indies.	United States.	Other For. Countries.
1852	\$9,671,132	\$480,954	\$5,115	\$8,477,693	\$651,598
1853	18,489,120	632,660	3,479	11,782,147	1,074,030
1854	22,963,331	675,115	2,673	15,533,098	1,355,110
1855	13,303,460	865,988	14,135	20,828,676	1,073,909
1856	18,212,934	1,032,595	17,613	22,704,509	1,616,736
1857	17,559,025	751,888	26,823	20,224,651	868,211
1858	12,287,053	423,826	.....	15,635,565	732,083
1859	14,786,084	341,755	533	17,592,916	793,873
1860	15,859,980	393,864	15,802	17,273,029	905,260
1861	20,386,937	499,177	371	21,069,388	1,098,963

Total value of Imports of Goods entered for Consumption in Canada, during the years 1852 to 1861, inclusive.

Year.	Val. of Goods in dols.	Year.	Val. of Goods in dols.
1852	20,286,493	1857	39,430,598
1853	31,981,436	1858	29,078,527
1854	40,520,325	1859	33,555,101
1855	36,086,169	1860	34,447,935
1856	43,584,387	1861	43,054,836

TABLE V.

Table shewing both total value of Canadian Exports and Imports, and the aggregate value of the Foreign trade of the Provinces from 1852 to 1861, inclusive.

Year.	Exports.	Imports.	Total Value of Foreign Trade.
1852	\$14,055,973	\$20,286,493	\$34,342,466
1853	22,012,230	31,981,436	53,993,666
1854	21,249,319	40,529,325	61,778,644
1855	28,188,461	36,086,169	64,274,630
1856	32,047,017	43,584,387	75,631,404
1857	27,006,624	39,430,598	66,437,222
1858	23,472,609	29,078,527	52,551,136
1859	24,766,981	33,555,161	58,322,142
1860	34,631,890	34,441,621	69,073,511
1861	36,614,195	43,046,823	79,661,018

TABLE VI.

Table shewing the annual exportation of Furs and Skins from Canada, exclusive of the Hudson's Bay Company's Exports.

Year.	Value.	Year.	Value.
1853	\$127,694	1858	\$163,213
1854	69,357	1859	229,147
1855	115,260	1860	227,115
1856	207,753	1861	230,596
1857	154,879		

2. CANADA AT THE INTERNATIONAL EXHIBITION.

We have been favored with a sight of the report of the Jurors of the late International Exhibition as it is now passing through the press, and we are pleased to notice the very laudatory terms in which the labours of Sir Wm. Logan, Mr. Chamberlin, and Dr. Hurlburt have been mentioned, the Canadian Department being characterized "as one of the most complete illustrations of the resources of a colony ever exhibited." Speaking of Class IV. sec. C, being on the vegetable substances used in manufacture, the report says:—

At no previous exhibition in this or any other country has so splendid and valuable a display of the products of forests and plantations been exhibited, not only when we consider the magnitude of the various collections sent from almost every country, but also in regard to the admirable care which in almost all cases have been shown in the preparation of the specimens of which they were composed. Science and commercial enterprise have gone hand in hand, and we have no longer to regret the absence of correct information respecting the producing plants and other important particulars, which rendered so much that was sent to the Exhibition of 1851 comparatively useless. Most of the collections now exhibited are labelled correctly, and not only do we find the scientific names of the trees attached, but in many cases valuable information respecting the qualities and quantities of the timber are given.

In point of size of specimens, excellent selection, and information given, the Upper Canada collection of woods is undoubtedly the finest in the Exhibition building. It is contributed by sixteen individuals, and consists of plank logs, square logs, transverse sections, polished specimens, veneers, and very extensive series of scientifically collected and named leaves, flowers, shoots, &c., &c.

This collection further derives much of its exactness and scientific value from the exertions of Dr. Hurlburt, who appears to have both systematically named and arranged the collections and contributed to their completion in various ways.—*London Canadian News*.

V. Papers on Physical Science, &c.

1. EXTRAORDINARY GEOLOGICAL STRATA.

The construction of the great fortification at Portland, to which we recently alluded, has laid bare to view some extraordinary geological formations. An English contemporary, speaking on this subject, says:—

"The sections of the wonderful geological strata which form the island of Portland are seen for the first time in the straight rocky walls of the ditch in all their curious variety. What is most singular is, that at regular intervals of 25 or 30 yards, and commencing

about 20 feet below the surface of the ground, are a series of vertical "faults," or gaps, about two feet wide, which, as far as can be judged, penetrate to the lowest substrata of the island and traverse it completely from north to south. In these extraordinary clefts human bones have been found with those of wild boars, and the bones and horns of reindeer,—not fossilized, but with all their osseous structure as perfect as if they were not 50 years old. Lower still in the colite the bones of saurians have been brought to light with sharks' teeth, shells now only found in the Red Sea, huge ammonites of stone and copper fossil trees, and near the surface, Phœnician gold coins, ancient British weapons, Roman pottery, and the mysterious flints in the drift."

2. THE BEAUTY OF THE SKY.

It is a strange thing how little in general people know about the sky. It is the part of creation in which nature has done more for the sake of pleasing man, more for the sole and evident purpose of talking to him and teaching him than in any other of her works, and it is just the part in which we least attend to her. There are not many of her other works in which some more material or essential purpose than the mere pleasing of man is not answered in every part of their organization; but every essential purpose of the sky might, as far as we know be answered, if once in three days, or thereabouts a great black ugly rain cloud were broken up over the blue, and everything well watered; and so all left blue again until the next time, with perhaps a film of morning and evening mist for dew. But instead of this, there is not a moment of any day of our lives when nature is not producing scene after scene, picture after picture, glory after glory, and working still upon such exquisite and constant principles of the most perfect beauty, that it is quite certain it is all done for us, intended for our perpetual pleasure by the Great Being who made all worlds.

3. TELEGRAPH ROUND THE WORLD.

The world will probably be girdled by the electric telegraph during the present year. Communication has already taken place between London and Turnen, in Siberia, a distance of four thousand and thirty-nine miles. The wires will be extended to the Pacific in January, and telegraphic communication between London and New York, by way of Siberia and California, will be one of the marvels of 1863.

4. REMEDY FOR DIPHTHERIA.

A gentleman who had administered the following remedy for diphtheria says that it has always proved effectual in affording speedy relief: Take a common tobacco pipe, place a live coal within the bowl, drop a lit le tar upon the coal, and let the patient draw smoke in the mouth, and discharge it through the nostrils. The remedy is safe and simple, and should be tried whenever occasion may require. Many valuable lives may be saved, the informant confidently believes, by prompt treatment as above.

VI. Biographical Sketches.

No. 4.—THE RIGHT REV. G. J. MOUNTAIN, D.D., D.C.L.

Dr. Mountain, Lord Bishop of Quebec, died at Quebec, at two o'clock on Tuesday morning. This intelligence is not altogether unexpected, as the declining health of his Lordship has been known for some time. He was born in 1789, in Norwich, England, the year in which the first French Revolution commenced. He was consequently aged 74. He came to this country with his father, the first Bishop of the English Church in Canada, when a boy, but was afterwards sent home to be educated for the Church. He studied at Cambridge and graduated at Trinity College in 1810; was ordained Deacon in 1812; and Priest in 1813. He served after his ordination in the Cathedral at Quebec. Was appointed Rector of Frederickton, New Brunswick, in 1814; and in 1817 Rector of Quebec and Bishop's official. In 1821 he was appointed Archdeacon, and in 1825 was deputed to go to England on Church business. After his return he was made Examining Chaplain to Bishop Stewart. He again went to England on matters connected with the Clergy Reserves in 1835, and while there, he was, in 1836, consecrated Bishop of Montreal. His diocese at that time really comprised the whole of Lower Canada, Bishop Stewart retaining only Upper Canada; and, shortly afterwards, he really had for a time both Provinces under his charge, for Bishop Stewart became ill and retired. His diocese therefore stretched from Labrador to the Red River Settlement; and he had this extended charge till 1839, when the present Bishop of Toronto, who is now full of years, was appointed. He afterwards had the whole of Lower Canada for a diocese, as Bishop

of Quebec and Montreal, till 1850, when the present Bishop of Montreal and Metropolitan was appointed. He travelled much when travelling was not so easy as at present. At the age of 74 he visited Labrador in pursuance of his duties, which is a feat that is worthy of particular mention. In 1844 he went to the Red River Settlement; and, in 1853, he went to England to meet the Bishop of Australia and confer on the subject of synodical action in the Colonial Churches, on which occasion he received the Degree of D.C.L. at Oxford. He is well and deservedly remembered by many for the active part he took in ministering to the fever stricken emigrants at Gross Isle, in 1849, where he served, taking the place of his son, (Rev. A. W. Mountain) as also during the fearful time of cholera in 1832-'34. He was the founder of Bishop's College, Lennoxville, and of the Church Society organizations, for the completion of which he had to labour long and faithfully. He spent a large portion of his income in behalf of the Church, and in relieving the distressed. When the Metropolitan See of Canada was offered to him a short time since, he respectfully declined the honor; he was advanced in years, and he would not accept the office when he could not perform the duties appertaining to it. Bishop Mountain had not the gift of oratory, in the sense of being a popular preacher; but no man of education could listen to his sermons and fail to feel that they were the production of an earnest and scholarly mind; and they always commanded respect and attention.

No. 5.—SIR JOHN BEVERLEY ROBINSON, BART.

We share the profound sorrow which will be felt throughout the Province, and especially throughout Upper Canada, on hearing of the death of Sir JOHN ROBINSON. A man who, occupying for more than half a century a most prominent position among us, admired for consummate ability, revered for deep judicial knowledge and unsullied integrity, loved by all those who approached him intimately, and, we may almost say, adored by those allied to him by closer and dearer ties, whose conduct, talent and position combined to give him a powerful influence over the community of which he formed a part, cannot be taken away from our midst without his removal creating a shock which must vibrate through every heart. But a few months since we chronicled his resignation of the office of Chief Justice of Upper Canada, expressing our hope that the country might still for many years enjoy the benefit of his matured judgment and deep learning as president of the Court of Appeal, the duties of which office he undertook on retiring from the more exhausting labors of his previous position. Though of ripe age, exceeding the "three score and ten," he was one whose powers, physical or mental, no other excess had exhausted save an untiring energy in the discharge of onerous duties, public and private, social and domestic; and we had deemed that Divine Providence might have allotted to him a more prolonged evening of life, radiant and beneficial to the last moment ere the shadows of night closed his career.

It has been ordered otherwise, and in little more than six months from the time of the expression of that hope we are called upon to announce that he is no more. He died on Saturday morning last, the 31st ult., at half-past eight o'clock, at his residence, Richmond street west. Troubled, more or less for many years with gout, it finally seized upon him with a degree of virulence which is beyond the power of medical skill to avert.

Sir JOHN BEVERLEY ROBINSON was born on the 26th of July, 1774. He was educated by the now venerable Bishop of Toronto, and in 1807 commenced his legal studies under Solicitor General (afterwards Mr. Justice) Boulton, to whose memory he paid an affectionate tribute on his own retirement last summer. He next studied under the auspices of Attorney General Macdonald, who was provincial aid-de-camp to Sir Isaac Brock, and was killed a few minutes after his gallant chief had fallen, at the battle of Queenston, on the 13th of October, 1812.

Sir John's first public employment was that of Clerk to the House of Assembly. He served as a Lieutenant in a company of Militia in 1812, and was present at the surrender of General Hill to Sir Isaac Brock in August of that year. He was one of the officers of the detachment which, after the Battle of Queenston, escorted a number of American prisoners to Quebec, among whom was Colonel (since better known as General) Scott, of the United States army. On his return from this service, he was, before he was actually called in due form to the bar, appointed Acting Attorney General for Upper Canada, the Solicitor General being then a prisoner of war in France. A statute, passed in 1815, made valid the calls to the bar of several gentlemen with regard to whom (owing to the war) his regular course could not be followed, and the acting Attorney General was one of these. The peace of 1814 restored Mr. Solicitor General Boulton to liberty; and on his return to Upper Canada in 1815 he was created Attorney General, and was succeeded as Solicitor General in March, 1815, by Mr. Robinson. In 1817 Mr.

Boulton was elevated to the Bench, and Mr. Robinson was again appointed, and this time permanently, to be Attorney General of Upper Canada.

He entered the House of Assembly of Upper Canada in 1821, as a member of the town of York, and was twice re-elected, continuing to be a member of that branch of the Legislature until his appointment to be Chief Justice.

In 1822 he was charged with a mission to England for the settlement of difficulties that had arisen between Upper and Lower Canada respecting the Custom duties; and on his return in the following year received the thanks of both branches of the Legislature, couched in the strongest language of approval. During his stay in England he was called to the English bar by the Honorable Society of Lincoln's Inn, and shortly after the Imperial Government offered him the valuable appointment of Chief Judge of the Mauritius. This offer, however gratifying as a recognition of his previous services, he declined, preferring to follow the career he had so successfully begun in this province. On the retirement of Chief Justice Powell in 1825, the vacant office was tendered to Mr. Robinson. He preferred, however, to continue at the bar, and he did not ascend the Bench until 1829, when he succeeded the late Sir William Campbell, and continued to be Chief Justice of Upper Canada until his resignation last year. By his appointment as Chief Justice he became, according to the practice then followed, Chairman of the Committee of the Executive Council and Speaker of the Legislative Council. He ceased to be a member of the Executive Council about the time that Sir Francis Head was appointed Lieutenant-Governor of Upper Canada; but remained in the Legislative Council until the Union of the Canadas, though he was absent in England on leave, on account of his health, during the last session of the Parliament of Upper Canada. The late Mr. Justice Jones, during that session, discharged the duties of the Speaker of the Upper House.

It was intimated to Sir John, after the suppression of the outbreak in 1837, that if he desired it his name would be submitted to Her Majesty, with a view to the honor of Knighthood being conferred on him; but he respectfully declined.

In November, 1850, he was appointed a Companion (civil division) of the Bath and subsequently, after a long and well appreciated course of service, he was created a Baronet of the United Kingdom by patent, dated 21st of September, 1854. Beside these distinctions, Sir John received the honorary degree of D. C. L. from the University of Oxford, and was the first Chancellor of the University of Trinity College Toronto.

In 1862, he resigned the office of Chief Justice for Upper Canada, which he had filled for some thirty-three years with equal honor to himself and advantage to his country; at the time of his retirement, there was no Chief Justice of any Court in the Queen's dominions who had served the Crown in that capacity for an equal number of years.

The statutes passed while Sir J. B. Robinson was a member of the Legislature, some of the most important of which were framed by himself, afford a ready test of his clear perception of an existing defect or evil, and of the remedy most fitted to remove it, and at the same time most suitable to the exigencies of a young and rising community. But distinguished as his reputation was before he rose to the Bench, it was there that he displayed the highest perfection of his character.

To quick appreciation of facts—to a power of most exact discrimination and a marvellous faculty of lucid arrangement and statement, he added untiring patience, unwearied industry—always increasing his own large store of legal knowledge and always applying his qualities, natural and acquired in the interests of truth and justice. No research was spared, no consideration was overlooked, which could aid in coming to a right conclusion, and even the unsuccessful suitor could not fail to recognize the earnest effort as well as the ability and integrity that had been employed in disposing of his case. Equally good reasons had the Bar to appreciate and admire him. To the lofty dignity combined with the unassuming courtesy of his conduct to them is owing much of the right-minded and agreeable tone in which the business of our Courts has been usually conducted. Prompt to repress the slightest indecorum—looking to the leaders of the bar for a fitting example to their juniors—he was kind and affable to all, and uniting firmness to the finished manner of a high-bred gentleman, he sustained the dignity of the Court in the highest degree, and inspired self-respect, and the observance of fitting decorum, as becoming the character of a learned and honourable profession.

He was a sincere and earnest Christian, not merely in the sense of a devout worshipper, but as one who felt it a duty to exert his best faculties for the support and extension of the "pure and reformed faith" of the Church to which he belonged. He took an active part in the establishment of the Church Society for the diocese of Toronto.

Such was the man whom Upper Canada has lost. Such is the bright example which he has left behind him. Thus has closed the career of one of the noblest examples of an upright Judge and Christian gentleman which this land of ours may hope to see. Whether viewed in his public or private relations, he has lived equally pure, upright, unselfish and amiable—

"Through all this track of years
"Wearing the white flower of a blameless life."

A few particulars of the ex-Chief Justice's family will not be out of place on such an occasion as this. Sir John's father was fourth in descent from Christopher Robinson, Esquire, of Cleasby, in the West Riding of Yorkshire, England—a brother of the Right Reverend John Robinson, D. D., Lord Bishop of Bristol, and afterwards of London, in the reign of Queen Ann—and was first Plenipotentiary at the Congress of Utrecht. This Christopher Robinson came out to America in the reign of Charles II., as private Secretary to Sir William Berkeley, Governor of Virginia, and subsequently became Governor of that Colony, his residence being near the Rappahannock, Middlesex county, which has been rendered familiar to every reader of the Virginia campaign of the Federal army during the present war in the States. He died there in 1696. The second son of Christopher Robinson was John Robinson, Esquire, President of the Council of Virginia, who was born in that colony, and married Catharine, daughter of Robert Beverley, Esq., formerly of Beverley in Yorkshire, but then a resident in Virginia. This John Robinson had several sons, one of whom was Colonel Beverley Robinson of the British army, who raised and commanded a regiment during the Revolutionary War. He was father of Gen. Sir William Robinson and of Gen. Sir Frederick Phillipic Robinson, G. C. B. From another of these sons was descended Christopher Robinson, (the father of the late Sir John Beverley Robinson), who was born in Middlesex county, Virginia, and received his education at William and Mary College, of which venerable institution, his ancestor, Christopher Robinson, had been one of the first trustees. During the American revolution, Mr. Robinson, at the age of seventeen, left College and obtained a commission as Ensign in Colonel Simcoe's regiment of Queen's Rangers, which formed a part of Sir Henry Clinton's army. In this corps he served until the peace of 1783, when, on the regiment being reduced, he emigrated, with many other Loyalists, to New Brunswick. While there he married Esther, daughter of the Reverend John Sayer. About 1788, Mr. Robinson came with his family to Lower Canada, and having remained for a time at L'Assomption, removed shortly to Berthier, where his second son (the deceased baronet) was born. In 1792 Mr. Robinson's former commanding officer, Colonel Simcoe, then a Major General, came out from England as the first Governor of Upper Canada. By his inducement, Mr. Robinson removed to Upper Canada, and lived in Kingston for six years. There he was called to the bar, and was subsequently elected among the Benchers chosen by the Law Society. In 1796 he was elected a member of the House of Assembly for the Counties of Lennox and Addington. For two years after this he continued to practise the profession of the law in Kingston, and in 1798 removed with his family to York, (now Toronto), intending to settle on a place which he had bought below the Don, on the Kingston Road, and on which he had built a small house. On the 2nd of November of the same year, he died, after a short illness, having suffered from the gout for many years.—*Leader*.

THE FUNERAL PROCESSION AND SERVICES.

The remains of Sir John Beverley Robinson, were on the 4th inst. consigned to their last resting place amid the profound grief, as manifested in every possible and proper form, of an entire community, among whom he had passed the best days of an honorable and prolonged life. From twelve o'clock till four when the last sad rites were over, business was suspended in the city and nearly all the stores were closed, in order that those engaged in them might participate in the solemn ceremonies. Evidence of the general feeling of respect for the memory of Sir John Robinson was everywhere apparent, and, witnessed by a stranger, could not fail to impress him with an exalted idea of the virtues of one whose burial was attended by such universal signs of melancholy.

The day was decidedly the coldest of the season. The air was keen and piercing and the frost most intense. Notwithstanding this drawback a very large number of persons was assembled at one o'clock at Osgoode Hall, in the main hall of which building the body, inclosed in a coffin covered with black cloth, lay preparatory to removal to St. James' Cemetery. Osgoode Hall, the scene of the last labors of the departed judge, was regarded as the most fitting place for the funeral procession to form, and the body had accordingly been conveyed thither from the late residence of the deceased about an hour previously. The lid had been finally closed and the features were not exposed to view. A plate on the coffin bore the following inscription:—"Sir John Beverley Robinson, Baronet. Born, 26th

July, 1791. Died 31st January, 1863, Aged 71 years 6 months and 5 days. About half-past one o'clock the funeral cortege was formed at the head of York street. First, there were the officiating clergymen, Rev. H. J. Grasett and Rev. E. Baldwin; then the volunteers, comprising the various companies of the 2nd battalion, and one company of the 10th battalion, without arms; then Major-General Napier and staff, with the officers of the garrison, in uniform; the medical profession, of which there was a goodly representation; the clergy, embracing many of different denominations; the members of the County Council; the Mayor and members of the City Council; the Senate, professors and undergraduates of the University of Toronto and University College; the undergraduates of Trinity College; the pall-bearers in carriages—The Hon. Chief Justice McLean, Q. B., Hon. Chief Justice Draper, C. P., Chancellor Vankoughnet, Hon. Justice Hagarty, Hon. Justice Richards, Hon. Justice Morrison, Hon. Vice Chancellor Spragge, and Hon. H. J. Boulton; then the hearse containing the body, followed by the mourners, members of the family of the deceased, in carriages; by the Treasurer and members of the Law Society of Upper Canada in their robes; and by the officers of the courts, the whole followed by a number of citizens on foot and in carriages.

The route of procession lay along York and King Streets to St. James Cathedral. On the hearse reaching the main entrance the coffin was carried into the church and deposited in the centre aisle in front of the pulpit. At the door the body was met by the officiating clergymen, who preceded it to the reading-desk, the choir singing the introductory sentences of the burial service of the Church of England, commencing "I am the resurrection and the life." The venerable Bishop Strachan occupied his desk on the east side of the chancel, and seemed much affected by the last rites that were being paid to his former pupil and late friend. On the conclusion of the solemn chaunt, the 39th and 90th Psalms were read by the Rev. Mr. Baldwin, after which the anthem, "Blessed are the dead," from Spohr's "Last Judgment," was sung by the choir. The Rev. Mr. Grasett then read the lesson from the 25th chapter 1st Corinthians, and the service here ended by Handel's dead march in "Saul," played on the organ by Mr. Carter. The body was then carried out, replaced in the hearse, and the procession being again formed, marched slowly along King and Parliament streets to St. James' Cemetery, in the north-eastern part of which is situated the family vault of the deceased Baronet. The body was carefully lowered into its last abode, and the remainder of the burial service performed by the Rev. Mr. Grasett, when the sad assemblage silently dispersed.—*Ibid*.

No. 6.—HON. MR. JUSTICE BURNS.

The public will learn with profound regret that this upright Judge and good man yesterday (12th Jan.) breathed his last.

Robert Easton Burns was born in the old District of Niagara, and in or near the town of Niagara, in 1805. His father, who was a Presbyterian Minister, was a native of Scotland; and he came to this country some years before. The son received the rudiments of his education from his father; after which he was placed at the Grammar School of the Niagara District, which was kept by the Rev. Mr. Green, who survives his pupil. At this school he remained from about 1820 to 1822. Among his fellow students were Mr. John Bell, Barrister, and the Rev. Dr. Fuller, of this city. He then entered on the study of the law, in the office of Mr. Brackenridge, at Niagara; where, during part of the time, Mr. Miles O'Reilly was his fellow student. Called to the Bar in Hilary term, 1827, Mr. Burns commenced the practice of his profession, at St. Catharines; and we are not sure but he had an office also at Niagara. After some time he was appointed Judge of the Niagara District; but he resigned this office to enter once more on the practice of his profession. Removing to Toronto, he became the managing partner of the law firm previously known as that of Hagerman and Drayr.—Once more Mr. Burns left the Bar for an inferior position at the Bench; becoming Judge for the County of York, comprising the present limits of York, Ontario and Peel. In 1848, partly through the persuasion of friends who felt that the position he held was not worthy of his abilities, he descended from the Bench a second time to re-enter on the practice of the law. In 1850 a vacancy having occurred in the Court of Queen's Bench by the death of Mr. Justice Hagerman, he was now for the first time appointed to judicial office worthy of his talents. We have reason to know it was through Mr. Hincks' intervention that the appointment of Mr. Burns was made. The event fully justified the selection. In the Chancellorship of the University, Mr. Justice Burns succeeded Chancellor Blake, a few years ago. Though not a brilliant, he was a sound lawyer; and possessed those sterling and priceless qualities which happily distinguish our judiciary from the subservient judges to whom popular election gives a brief tenure of office in several of the Northern States of the American Union.—*Ibid*.

No. 7.—GENERAL THOMAS EVANS, C.B.

This veteran and distinguished officer of nearly seventy years standing, whose death in his 87th year occurred in this city, on the 11th instant, at the residence of his son-in-law, the venerable Archdeacon Hellmuth, was born at Wolverhampton, Staffordshire, England, in 1776. He entered the army in 1793 and continued in it for more than half a century in active service, without any intermission, and throughout his long career of services, he has rarely been without a direct responsibility, and satisfactorily filled every possible position, both regimentally and on the personal and general staff of a distinguished officer. Subjoined are the battles, sieges, operations, and more prominent services (chiefly compiled from "Hart's Army List,") of General Evans, in which he actively participated or has been the principal:—1793.—When but a boy, in his country's need, he raised 150 men for the service. 1794-5.—Operations in the West Indies and Ireland. Ensign 113th Regiment, and Lieutenant 93rd Regiment. 1796.—At the capture of Demara, Berbice, &c. Lieutenant 93rd Regiment. 1797.—Close prisoner in France, under frightful sufferings; captured returning from South America in charge of the Non-Commissioned Officers of the 93rd Regiment. 1798-9.—Operations at Minorca and Guernsey. Lieutenant or Acting Adjutant 8th or King's Regiment. 1800.—Ditto coast of Spain, Malta, and Marmora. Ditto, ditto, ditto. 1801.—At landing in Egypt 8th March; battles of 13th and 21st March; battle of Rhamanic and reduction of that fortress; series of affairs on advance to, Siege and surrender of Grand Cairo; series of affairs before, Siege and surrender of Alexandria. Ditto, ditto, ditto. 1802-3.—At Gibraltar; active suppression of an alarming emeute and mutiny. 1804-5-6.—Operations in the West Indies and Ireland. Captain and Aid-de-camp to Sir George Drummond. 1807-8.—Voluntarily relinquished a Home Staff Appointment, to join his regiment, the King's, sailing under sealed orders. Served in Nova Scotia. 1809-10-11.—Operations in the Canadas; confidentially employed on a special survey by Sir James Craig; Aid-de-camp and Military Secretary to Sir George Drummond, till the close of that Officer's administration and command of the forces in British North America; then appointed Brigade Major to the forces in Upper Canada. 1812.—The brilliant results of the campaign of 1812 in Upper Canada, best attest the efficiency of his exertions as Brigade Major; discharging the duties of Deputy Adjutant General to the forces under Major General Sir Isaac Brock, and after the lamented fall of that gallant officer, under his successor, Major General Sir Roger Sheaffe. In great part creating, organizing, principally from provincial resources, and judicious application of our spirited, but scanty means, which, on an extended frontier line of 700 miles, discomfited and captured the enemy's armies and fortresses at all points. 12th Oct.—Crossed the Niagara river to the enemy's head quarters, with a flag of truce, under a shower of shot to deter him; penetrated his designs, and prepared our small force at Queenston for his reception. 13th Oct.—Commanded at Fort George; disabled the enemy's batteries on Fort Niagara; preserved the public buildings, powder magazines, and town of Newark, from their successive conflagrations, occasioned by his hot shot; prepared and directed on his own responsibility, the troops on Queens, which enabled General Sheaffe to defeat and capture the American army after General Brock's fall, in his attempt on the enemy with inadequate means. 1813.—At assault of Sackett's Harbour, 29th May; commanded King's Regiment. Major and local Lieutenant Colonel. 8th June.—Expulsion of the enemy's army from Forty Mile Creek, and capture of his army material, &c., by the King's Regiment, and artillery under his command. July and August.—Commanded at Burlington Heights; obtained through local knowledge and influence, those supplies declared by the Commissariat as unattainable, thus retaining our army in its forward position. 1814.—Commanded and conducted, on snow shoes, through the wilderness from New Brunswick to Quebec, the 2nd battalion of King's Regiment, with 280 seamen in charge, for the Lakes, 5th July.—At the battle of Chippewa; commanded 1st battalion King's Regiment; covered with his command the army's retirement on Fort George, its retrograde on Twenty Mile Creek, till reinforced, and resumption of the offensive. 12th July.—Night attack (volunteered the command) on the enemy investing Fort George, in which encounter the American commander, Gen. Swift, was killed. 25th July.—At the battle of Lundy's Lane. Falls of Niagara; commanded the King's Regiment. 5th and 12th August.—Successful repulse of the enemy's sorties from Fort Erie, with severe loss, by the picquets of the army under his command. 15th August.—Assault of Fort Erie; commanded advance column, west side. 1815.—Commanded, and brought home from Canada, the 2nd battalion King's Regiment. From 1816 to 1827.—Commanded, for eleven years, every district in both Canadas; the forces in Lower Canada, during Lord Dalhousie's 15 months' leave from the Province; and the troops, and government of Guernsey, during Lord Seaton's advance in the summer of 1826. 1827.—Commanded and brought to Ireland, from Upper Canada, the 70th Regiment. From 1827 to 1834.—In arduous and responsible commands, including Magisterial duties, during periods

of unusual excitement in the South of Ireland. From 1834 to 1837.—At Gibraltar, and in the administration of the government, and command of the forces at Malta. Ten years in the command and management of the 70th Regiment; for nearly the last seven years of which, without the necessity of corporeal punishment, or the revision of the sentence of a single court martial, for the maintenance of its acknowledged high character, lofty bearing, and exemplary discipline. He was made Major General in June 1838; Lieutenant-General in November 1851; General in May 1855, and appointed Colonel of the 31st Regiment in July 1857.

No. 8.—CHARLES J. FREMONT, ESQ., M.D.

Quebec has lost one of its best citizens—the medical profession one of its most distinguished members, by the decease of Charles J. Fremont, M. D., Dean of the Faculty of the Diocese of Laval University. His death occurred at sea, on board the Canadian mail steamship *Bohemian*, on her last trip out, he having gone to England last autumn for the benefit of his health. His mortal remains arrived in Quebec on Monday afternoon, by the train from Portland, and were escorted to his late residence from the landing place, by a large number of carriages occupied by his friends. In society and in the medical profession his place will not be easily supplied; but in his family circle a void is created that can never be filled. In him the tender husband, the kind father, the zealous Christian and the thorough gentleman were finely combined. Dr. Fremont was a medical student of Montreal, and was licensed to practice medicine on the 16th of Nov., 1829, having thus been 33 years in practice last November.

No. 9.—MR. JOSHUA STANSFIELD.

The *Montreal Transcript* of the 23rd ult., has the following:—This morning, we record with sincere regret, the death of Mr. Joshua Stansfield, one of the oldest merchants of this city, at the ripe age of 84 years. Mr. Stansfield is the last survivor of five brothers, all of them merchants in Montreal, who arrived here in the year 1796. They were scions of one of the oldest and most respectable Yorkshire families, and came out here to push their fortunes. They were for a long time extensively engaged in business, and realised a handsome independence. They retired from business some thirty years ago. The five brothers served as volunteers during the war of 1812. The last of them has now gone to his rest.

VII. Papers relating to the Royal Family.

1. THE REMAINS OF THE LATE PRINCE CONSORT.

The consecration of the royal mausoleum at Frogmore took place on Wednesday, the 17th ult. Her Majesty, previous to the ceremony, went from the castle to Frogmore House in the most private manner, and when the Bishop of Oxford, the clergy, and the members of the royal household and others had assembled, walked to the mausoleum, accompanied by the Prince of Wales, the Prince and Princess Louis of Hesse, the Princess Helena, the Princess Louise, Prince Arthur, Prince Leopold, and the Princess Beatrice. The Queen entered the mausoleum at five minutes past twelve o'clock.—The Bishop of Oxford and the attendant clergy then commenced the consecration, by passing round the external walls of the building, with Dr. Elvey and the choir of St. George's Chapel, singing (Tallis's Chant) Psalm 49, "O, hear ye this all ye people." Earl Granville, Viscount Sydney, and the gentlemen of the household followed in procession. The psalm having been chanted, the Bishop, clergy and gentlemen entered the mausoleum, and the Bishop continued the ceremony. A hymn of four verses from "In Memoriam" was sung (the Old Hundredth) by the choir:

"O fond and loving spirit, thou
Far, far away from me art now:
I miss the hand of friendship true,
The heart that all my feelings knew.

"No, Spirit! not one moment e'en
Would I recall thee to this scene;
Thou wert full worthy of my love,
And God hath quickened thee above.

"But while my grief thus fills my heart,
Thou in God's bosom lying art:
Freed from the body's yoke at last,
The gentle soul to life hath passed.

"God will in turn raise me, and then
I shall rejoin thee once again:
Into thy loving arms I'll fly,
Immortal thou, immortal I."

The ceremony was finished at half past twelve o'clock, and the Queen with the members of her family, quitted the mausoleum, and untended by the ladies and gentlemen in waiting, walked back to Frogmore. Her Majesty, (who was unveiled) and the other members of the royal family were deeply affected throughout the proceedings.—The weather was unfavorable, it having rained from the time the Queen arrived until she took her departure. The Prince Consort's body was removed yesterday from its temporary resting place in St. George's Chapel to the mausoleum, and placed in a temporary tomb until the magnificent sarcophagus is completed.

2. THE WIDOWS OF ENGLAND AND THE QUEEN.

It is stated that "the widows of England" intend to present to Her Majesty an address of affectionate condolence and sympathy, accompanied by a Bible.

3. A PEN AND INK PORTRAIT OF THE LATE PRINCE CONSORT.

"The prince had a noble presence. His carriage was erect; his figure betokened strength and activity; and his demeanour was dignified. He had a staid, earnest, thoughtful look when he was in a grave mood; but when he smiled (and this is what no portrait can tell of a man) his whole countenance was irradiated with pleasure; and there was a pleasant sound and a heartiness about his laugh which will not soon be forgotten by those who were wont to hear it. He was very handsome as a young man; but, as often happens with thoughtful men who go through a good deal, his face grew to be a finer face than the early portraits of him promised; and his countenance never assumed a nobler aspect, nor had more real beauty in it, than in the last year or two of his life. The character is written in the countenance, however difficult it may be to decipher; and in the Prince's face there were none of those fatal lines which indicate craft or insincerity, greed or sensuality; but all was clear, open, pure minded, and honest. Marks of thought, of care, of studiousness, were there; but they were accompanied by signs of a soul at peace with itself, and which was troubled chiefly by its love for others, and its solicitude for their welfare. Perhaps the thing of all others that struck an observer most when he came to see the Prince nearly, was the originality of his mind; and it was an originality divested of all eccentricity. He would insist on thinking his own thoughts upon every subject that came before him; and whether he arrived at the same results as other men or gainsaid them, his conclusions were always adopted upon labourious reasoning of his own. The next striking peculiarity about the Prince was his extreme quickness—intellectually speaking. He was one of those men who seem always to have all their powers of thought at hand, and all their knowledge readily producible. In serious conversation he was perhaps the first man of this day. He was a very sincere person in his way of talking, so that, when he spoke at all upon any subject, he never played with it; he never took one side of a question because the person he was conversing with had taken the other; yet, in fact, earnest discussion was one of his greatest enjoyments. He was very patient in bearing criticism and contradiction; and, indeed, rather liked to be opposed, so that from opposition he might elicit truth, which was always his first object. He delighted in wit and humour, and, in his narration of what was ludicrous, threw just so much of imitation into it as would enable you to bring the scene vividly before you, without at the same time making his imitation in the least degree ungraceful. There have been few men who have had a greater love of freedom, in its widest sense, than the Prince Consort. Indeed, in this respect, he was even more English than the English themselves. A strong characteristic of the Prince's mind was its sense of duty. He was sure to go rigidly through anything he had undertaken to do; and he was one of those few men into whose minds questions of self-interest never enter or are absolutely ignored, when the paramount obligation of duty is presented to them. If he had been a sovereign prince, and in a moment of peril had adopted a form of constitution which was opposed to his inclination on his judgment, he would still have abided by it strictly when quiet times came; and the change if change there was to be, must have come from the other parties to the contract, and not from him. He was too great a man to wish to rule, if the power was to be purchased by anything having the reality, or even the semblance of dishonour. It is not too much to say that, if he had been placed in the position of Washington, he could have played the part of Washington, taking what honour and power his fellow citizens were pleased to give him, and not asking or scheming for any more. *

* * There was one very rare quality to be noticed in the Prince—that he had the greatest delight in any body else saying a fine saying or doing a great deed. He would rejoice over it and talk about it, for days; and whether it was a thing nobly said or done by a little child or by a veteran statesman it gave him equal pleasure. He delighted in humanity, doing well on any occasion and in any manner. This is surely very uncommon. We meet with people who can say fine sayings, and even do noble actions, but who are not very fond of dwelling upon the great sayings or noble deeds of other persons. But, indeed, throughout his career, the Prince was one of those who threw his life into other people's lives, and lived in them. And never was there an instance of more unselfish and chivalrous devotion than that of his to his Consort Sovereign and to his adopted country. That her reign might be great and glorious; that his adopted country might excel in art, in science, in literature, and, what was dearer still to him, in social well-being, formed ever his chief hope and aim. And he would have been

contented to have been very obscure, if these high aims and objects could in the least degree have thereby been furthered and secured. * * * A biographer who has some very beautiful character to describe, and who knows the unwillingness that there is in the world to accept, without much qualification, great praise of any human being, will almost be glad to have any small defect to note in his hero. It gives some relief to the picture, and it adds verisimilitude. This defect (if so it can be called) in the Prince consisted in a certain appearance of shyness, which he never conquered. And in truth it may be questioned whether it is a thing that can be conquered, though large converse with the world may enable a man to conceal it. Much might be said to explain and justify this shyness in the Prince; but there it was, and no doubt it sometimes prevented high qualities from being at once observed and fully estimated. It was the shyness of a very delicate nature, that is not sure it will please, and is without the confidence and the vanity which often go to form characters that are outwardly more genial."—*Home Journal*.

VIII. Paper on the Magic Lantern.

THE MAGIC LANTERN, ITS USES & CONSTRUCTION.*

BY MR. S. P. MAY.

The Magic Lantern was constructed by Kircher in the 17th century, when it excited much astonishment and in some cases considerable alarm. From the following passage of Damascius, it appears that the ancients were acquainted with some optical arrangement very similar to the Magic Lantern. "In a manifestation, which ought not to be revealed there appeared on the wall of the Temple, a mass of Light, which at first seemed very remote, it transformed itself on coming nearer into a face, evidently divine and supernatural, of a severe aspect, but mixed with gentleness and extremely beautiful."

Although it was for a long time used as an amusing toy, and an old dictionary defines it as "a small optical instrument which shows by a gloomy light on a wall, monsters so hideous, that those who are ignorant of the secret, believe it to be performed by magic art." At present there is probably no philosophical instrument of so much educational importance to the teacher. By its aid the wonders of nature and art are depicted with the utmost truthfulness; the most beautiful and gorgeous scenes are presented to us in all their minuteness of detail. The Magic Lantern is a most valuable auxiliary to the lecturer in his popular illustrations of natural phenomena and science. He is enabled to exhibit pictures of the heavenly bodies, with their motions, as delineated in the systems of Thales, Pythagoras, Ptolemy, Copernicus, and others; portions of the earth, &c. If he is describing the animal kingdom—the Lion, with its majestic appearance; the Elephant, endowed with its instinct and sagacity, using its proboscis and gigantic tusks as implements of use or warfare; the Beaver, as an emblem of industry and per-

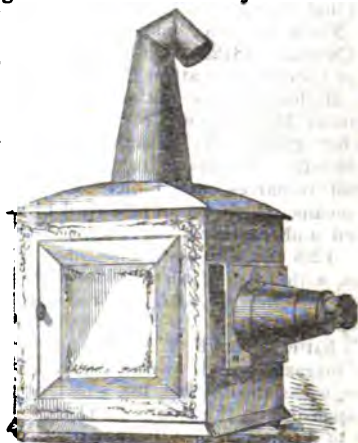


FIG. 1.—MAGIC LANTERN.



FIG. 2. SLIDER WITH VOLCANIC ERUPTION.

severance, building his winter-residence; or the noble companions of man, the Horse and Dog:—all are vividly portrayed, and so naturally that we can fancy the animals before us.

If we apply it to delineate other objects, we can, in imagination, cross the Atlantic, and visit the Metropolis of the Empire. Here we would naturally go to see that noble building, St. Paul's Cathedral. Putting in a slide in our lantern, there we see it, and learn

* See p. 32, and also an article on the Lantern in the *Journal* for December, 1861.

that on the present site was established, in the earliest days of Christianity, a venerable pile which was afterwards destroyed by the great fire of London. The present building is not only celebrated for its fine architectural beauty, but also for having been completed under one king, one master mason, and, with a few trifling exceptions, under that great architect, Sir O. Wren.

From St. Paul's (by putting another slide in our lantern) we go to Westminster Abbey, and learn that the original Minster built west of London (hence its name), was dedicated to St. Peter, who is said to have made it a personal visit. This was a means of increasing its wealth and importance. It now contains the tombs of royalty; and monuments of celebrated poets, orators, and other celebrities.

Whilst in this vicinity we have an opportunity (by inserting another slide) of admiring the new Parliament Buildings on the bank of the River Thames, which cost over two millions sterling, where the laws of the Empire are deliberated upon and framed. The Westminster Law Courts are near by also; and we cannot but reflect upon the different manner in which justice is administered in these Courts of Law to what it was in the olden time, when the aggressor and aggrieved were ordered out to fight, the innocent frequently falling a victim to the superior strength or cunning of his adversary. A little farther up the river, on the other side, we see (by the aid of another slide) Lambeth Palace, which has been, since the twelfth century, the residence of the Archbishops of Canterbury; nearly opposite, on this side, we see Buckingham Palace, the residence of Her Majesty, with its beautiful gate opening upon the serpentine river; Trafalgar Square (in a new slide) next attracts our attention, with the monument of the immortal Nelson; then the Royal Exchange within the city itself, founded by Sir Thomas Gresham. The original building was visited by Queen Elizabeth before the great fire of London. A second building was also destroyed by fire. The present building was formally opened by our beloved Queen.

Next in the lantern comes the Tower of London, once even the prison of royalty itself; and if we do not feel pleasure in admiring the Crown Jewels and ancient Armoury, we have only to visit the little Cemetery in connection with the Tower, for as Macaulay says there is no sadder spot on earth than this place. "Death is there associated, not, as in Westminster Abbey and St. Paul's, with genius and virtue, with public veneration and imperishable renown; but with whatever is darkest in human nature. Thither have been carried, through successive ages, by the rude hands of jailors, without one mourner following, the bleeding relics of men who have been the captains of armies, the leaders of parties, the oracles of senates, and the ornaments of courts."

We cannot think of leaving London, even in imagination, without seeing (in the lantern) the Thames Tunnel, that wonderful proof of engineering perseverance in which the old motto of perseverance, "Try, try again," was so fully exemplified, when, after repeated failures, success followed. In consequence of the use of steamboats on the Thames, the Tunnel is not successful as a financial speculation. It was originally intended as a thoroughfare for the conveyance of goods that had formerly to be carted a distance of about four miles.

In a future paper we will visit other celebrated places, and hope in this manner to show that the Magic Lantern has become a most efficient assistant to teachers and lecturers. As photography has been adapted to the preparation of slides, for the Magic Lantern, almost every subject can be illustrated by it, and these pictures, however intricate in detail, will bear the utmost magnifying power that can be used, without diminishing in beauty. There is a solidity and reality about them that is almost sufficient to cheat the beholder into the belief that he is actually present at the places described to him.

HINTS ON THE USE OF THE LANTERN.

As we have frequently enquiries from Teachers and others respecting the use of the Magic Lantern, we append the following hints for their guidance:

The term Phantasmagoria applies rather to the way in which the instrument is used, than to any difference in its construction. When intending to produce the Phantasmagoria effect, the exhibitor is placed behind the transparent screen, and either holds the lantern under his arm, or, has it fastened by a strap around his



FIG. 3. SLIDER WITH MAP.

waist. By approaching the screen closely, and quickly adjusting the focus, the spectators will see a very small image, which will appear to them as representing something at a distance; by gradually withdrawing from the screen, and at the same time adjusting the focus according to the distance, the figures will appear to increase in size and advance towards the spectators; on again approaching the screen, they will seem to recede. The greatest difficulty is in regulating the focus with sufficient rapidity; to obviate this the best Lanterns have a rackwork and pinion attached to the tube, by gently turning which, the focus is obtained with great nicety by a little practice.

Among the sliders intended to represent moveable objects are shifting-glass sliders, consisting of two glasses, on one of which (fixed in a frame) a scene such as water, a bridge or railroad, is painted; on the other (which is moveable) ships, carriages, trains, &c. On drawing the second glass slowly outwards, the objects upon it will appear to be in motion, passing over that which remains stationary. Amusing slipping sliders have to be pulled rapidly; thus various transformations are made to occur. (As comic sliders are frequently remarkable for their absurdity alone, great care has been taken to select those only, for the Educational Depository, which

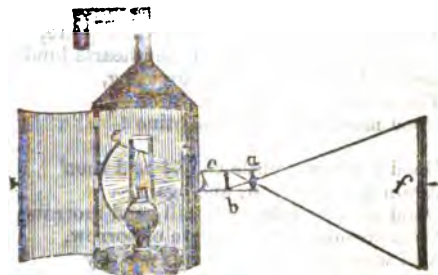


FIG. 4. SECTION OF LANTERN AND SCREEN.

are rich in inoffensive humour and fun.) Another variety, called lever sliders is much admired; motion is communicated by moving an arm attached to a circular rim of brass, to which one of the glasses is attached, and this exhibits the motions of various animals, ships in storms, &c., &c. The chromatropes, or Chinese fireworks, which produce such beautiful changes of colour and form, are painted on two pieces of glass, fitted with a rack and pinion movement, upon turning which the various devices revolve in opposite directions.

In conclusion, it may be well to remind the exhibitor of those points on which the success of the exhibition depends.

In the first place, trim the lamp and clean the glass carefully, using the best sperm oil with a little camphor dissolved in it, and a new wick for each exhibition; next wipe your lenses with a soft cloth or piece of chamois leather, turn up the wick as high as possible, but so that it does not smoke; put your sliders in upside

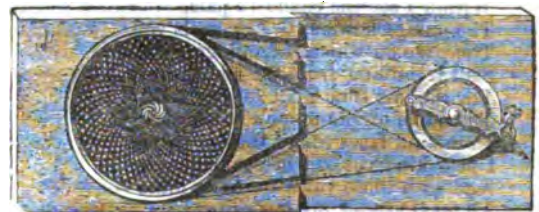


FIG. 5. CHROMATROPE SLIDER, WITH RACKWORK.

down; and lastly, adjust the focus accurately by turning the screw or shifting the tube in or out. After using the lamps, drain out all the oil from them before putting them away. If the lamps have not been used for a long time, and have become foul, wash them thoroughly with a strong solution of common washing soda; after rinsing it well with clean warm water, drain and dry them by a gentle fire.

A very large collection of sliders, illustrative of Astronomy, Zoology, Scriptural and Historical subjects, Pilgrim's Progress, Drunkard's Progress, Robinson Crusoe, &c., &c., has just been received at the Educational Depository, see page 32. Catalogues of Magic Lanterns and sliders will be sent on application.

A house without books is like a room without windows. No man has a right to bring up his children without surrounding them with books, if he has the means to buy them. It is a wrong to his family. He cheats them! Children learn to read by being in the presence of books.—Beecher.

IX. Miscellaneous.

1. A VALENTINE BY LORD MACAULAY.

A volume just issued, entitled "Miscellanies," collected and edited by Earl Stanhope, contains the following Valentine to the Hon. May C. Stanhope, daughter of Lord and Lady Mahon—1851.

Hail, day of music, day of love,
On earth below, in air above
In air the turtle fondly moans,
The linnet pipes in joyous tones ;
On earth the postman toils along,
Bent double by huge bales of song,
Where rich with many a gorgeous dye,
Blazes all Cupid's heraldry—
Myrtles, roses, doves and sparrows,
Love-knots and altars, lamps and arrows.
What nymph without wild hopes and fears
The double rap this morning hears,
Unnumbered lasses, young and fair,
From Bethel Green to Beig the Square,
With cheeks high flushed, and hearts loud beating,
Await the tender annual greeting,
The loveliest lass of all is mine—
Good morrow to my Valentine !

Good morrow, gentle child ! and then
Again good morrow, and again,
Good morrow following still good morrow,
Without one cloud of strife or sorrow,
And when the God to whom we pay
In jest our homages to-day,
Shall come to claim no more in jest.
His rightful empire o'er thy breast,
Benignant may his aspect be,
His yoke the truest liberty ;
And if a tear his power confess,
Be it a tear of happiness.
It shall be so. The Muse displays
The future to her votary's gaze ;
Prophetic rage my bosom swells—
I taste the cake—I hear the bells !
From Conduit street the close array
Of chariots barricades the way,
To where I see, with outstretched hand,
Majestic, thy great kinsman stand,*
And half unbend his brow of pride,
As welcoming so fair a bride.
Gay favours, thick as flakes of snow,
Brighten St. George's portico :
Within I see the chancel's pale,
The orange flowers, the Brussels veil,
The page on which those fingers white,
Still trembling from the awful rite,
For the last time shall faintly trace
The name of Stanhope's noble race,
I see kind faces round thee pressing,
I hear kind voices whisper blessing ;
And with those voices mingles mine—
All good attend my Valentine !

St. Valentine's Day, 1851.

T. B. MACAULAY.

2. A NOBLE BOY.

A boy was once tempted by some of his companions to pluck ripe cherries from a tree which his father had forbidden him to touch.—"You need not be afraid," said one of his companions, "for if your father should find out that you had taken them, he is so kind he would not hurt you." "That is the very reason," replied the boy, "why I would not touch them. It is true, my father would not touch me ; yet my disobedience, I know, would hurt my father, and that would be worse to me than anything else." A boy who grows up with such principles, would be a man in the best sense of the word. It betrays a regard for rectitude that would render him trustworthy under every trial.

3. SPEAK GENTLY TO CHILDREN.

Speak gently to children. Every day of their lives adds another page to the book of memory, which in after life will be pursued with

pleasure or pain and as they turn over leaf after leaf of this interesting volume, they should find no harsh words—no unjust accusations or unkind treatment stereotyped there, but instead, gentle words, kindness of manner, without harshness, and the miniature of features glowing with love and sympathy ; in a word, pleasant scenes should meet the retrospective eye, as it rests upon the pages of childhood. Every child has its trials, moments when its heart swells almost to bursting with some childish sorrow, and at such times how often is the sensitive child wounded by harsh words or unkind treatment !—Many persons assume gentleness, speaking to the erring in a tone of forced calmness, forgetting that children are instinctively discerning, and often distinguish between true and false gentleness. True gentleness has its home in the heart ; it is a virtue we should cultivate, particularly in our intercourse with children, for gentleness will subdue the most stubborn child, but the disposition of many have been spoiled by harshness. 'My father never speaks cross to me,' said a little girl of eight years, while speaking to us of her father ; and though that father was a stranger, yet we respected him for his gentleness to his child. The world might speak unkindly of him, but, whatever were his faults, he had one noble trait of character to which his child bore testimony, when she said 'My father never speaks cross to me.'

X. Short Critical Notices of Books.

—THE BRITISH PERIODICALS.—Scott & Co. of New York, continue to republish the leading British Quarterlies and Blackwood's Magazine. By this arrangement the American public is enabled to obtain them for \$10, while the English people are obliged to pay \$31. It is scarcely necessary to speak of the merits of these periodicals. They contain the richest fruits of the scholarship, wit, and genius of the literary men of Great Britain, and are alike of great value to the scholar, the professional man, or the intelligent reader. Their pages abound with elaborate criticisms, brilliant essays, profound speculations, and with whatever of interest may be found in science, literature, morality, and religion. While they are the acknowledged representatives of certain principles in politics, they are far from being grossly partisan. In this respect they occupy a position we should be glad to see our own periodicals assume—a position which would enable them to discuss great questions of governmental policy independent of party trammels.

—THE EDINBURGH REVIEW, in point of age at least, is first on the list. Everybody knows that it was established by Jeffrey, Brougham, and Sidney Smith for the purpose of combating the ruling Tory power, which was carrying everything before it with a high hand. Sustained by the force of brilliant intellect, and upheld by a strong public opinion, it carried on its contest single handed, until its voice made the Tory leaders quake, and the very throne tremble. It is still conducted with much vigor and ability.

—THE LONDON QUARTERLY was established to meet this daring champion on its own ground, and such writers as Southey, Scott, Lockhart, and Wordsworth enlisted as its contributors. It still represents conservative principles, but its pages are by no means confined to their advocacy.

—THE WESTMINSTER REVIEW belongs to a more liberal school of politics. Its position is a step in advance of the Edinburgh, and its views come nearest to the American standard. It devotes itself particularly to the topics most interesting to the people, and denounces boldly and fearlessly exclusive privileges, hereditary rights, kingly prerogatives, and all the abuses of feudalism. As a literary and progressive periodical it now stands unequalled.

—THE NORTH BRITISH REVIEW made its appearance as a special advocate of evangelical religion. It was founded by Dr. Chalmers, and since his death has been under the editorial charge of Dr. Hanna, and more recently of Prof. Fraser. For some time past it has been less evangelical than in its earlier years, but it has now got back to its *first faith*, and is conducted on the same principles and with the same vigour which characterized it when under the care of Chalmers.

—BLACKWOOD'S MAGAZINE everybody knows to be the embodied genius of Toryism, yet its witching rhetoric, profound disquisitions, slashing yet brilliant criticisms, poetry, biography, historical and fictitious narratives render it the most readable monthly in the world.

—BRITISH AMERICAN JOURNAL.—We have received the December number of the *British American Journal*, and regret to learn from an editorial notice that with this number the publication ends, from want of

* The Statue of Mr. Pitt in Hanover Square.

support. It is not creditable to the medical profession that this means of communication of experience between its members should be lost for want of encouragement.

XI. Educational Intelligence.

CANADA.

—CHANCELLOR AND SENATE OF TORONTO UNIVERSITY.—The Governor General has been pleased to appoint the Hon. Skeffington Connor, LL.D., one of the Puisné Judges of Her Majesty's Court of Queen's Bench for Upper Canada, to be Chancellor of the University of Toronto, in the room and stead of the Hon. Robert Easton Burns, deceased. The Rev. Mr. McClure, the Rev. Dr. Fyfe, and Messrs. Blake and Morris, have recently been appointed additional members of the Senate of the University.

—COMPETITIVE EXAMINATION IN THE TOWNSHIP OF OSGOODE.—In those days when nothing scarcely is heard but the cry of war, the undisturbed working of the excellent system of education that is established in this land. We have much pleasure in recording some particulars with regard to a contest that took place lately in the township of Osgoode. The scene alluded to was a public examination of representatives from the Common Schools in Osgoode, who were invited to compete for nineteen prizes purchased by the Township Council.

On the morning of Tuesday, the 9th inst., the Victoria Hall, in Metcalfe Village, very kindly granted for the purpose, free of charge, by Mr. Lawson, the proprietor, had assembled under its ample ceiling, over two hundred of brothers and sisters, parents and friends, teachers and trustees, all anxious to witness the interesting examination of about seventy scholars, who, with books in hand, were waiting with eagerness for the commencement of the trial. These boys and girls, all under sixteen years of age, were examined in the following branches: Reading, Writing, Arithmetic, Geography, Grammar, and Spelling. The Competition lasted from 10 a. m. till 5 p. m., during which the most unabated interest was manifested; and at times, when the contest was keen, not a little excitement was displayed. Messrs. Ross, (Russell), Campbell, (Winchester), and Dow, jr., (Osgoode), acted along with Rev. J. White, as an examining committee, and presented the prizes to the successful competitors. Five of these prizes were taken by scholars under Mr. J. P. Robertson, three of which were first prizes. Five were taken by scholars under Mr. A. Andrews, among which were the three for writing. Four were taken by the village school taught by Mr. J. Minions, among which was the first prize for spelling, a beautiful microscope. Two were taken by the scholars under Mr. A. McLaren including the first prize for reading. Other schools took single prizes.—At the close of the examination the Local Superintendent expressed the great pleasure he felt in the whole proceedings, thanked the audience for their presence, and the close attention they had given; congratulated the young people on the excellent display they had made, and after expressing the hope that this should not be the last gathering for such a purpose, dismissed the assembly, all in good spirits and well pleased with the manner in which the day had been spent.—*Ottawa Citizen*.

A correspondent of the *Ottawa Citizen* thus refers to the examination:—Russell is alive to her educational interests, which are the staple interests, or, at least, should be of any country, or any province. The Normal School system is now thoroughly engrafted in the above township, and the results, therefore, speak for themselves in the laudations which you hear often reiterated by parents and guardians in that locality. The spelling was a grand affair, the contest being severe. Geography was not so keen a contest in the start, but ultimately became severe between the two successful competitors. I must say that my educational appetite was duly satisfied, but another appetite had to be satisfied, and so I made my way to an hospitable convent well pleased.

—ST. FRANCIS COLLEGE.—The *Sherbrooke Leader* says:—The Hon. A. T. Galt has made a gift of perpetual scholarship £100 to St. Francis College, authorising the principal to use it at his discretion for the promotion of sound learning in aiding needy and deserving students. Our contemporary continues: "It is gratifying to learn that the present session of the Institution at Richmond, commences even more prosperously than any preceding one. As every available room in the college is occupied by boarders, remaining applicants from abroad will have to secure board in private families by applying to the Principal or any of the Professors, or they must make early application for the first vacancies."

XII. Departmental Notices.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Victoria, chap. 64, has granted to the undermentioned Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada:

"107. The Chief Superintendent of Education, on the recommendation of the teachers in the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked; but no such certificate shall be given to any person who has not been a student in the Normal School.

The certificates are divided into classes, in harmony with the general programme, according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate.

Each certificate is numbered and recorded in the Register of the Department in the following order:

TWENTY-EIGHTH SESSION.—DATED 23RD DECEMBER, 1862.

MALES.

<i>First Class.—GRADE A.</i>		1551 Moyer, Samuel Nash [396].
1532 McDiarmid, Donald [1371, 1441]*		1552 Scollon, John [1097].
<i>Second Class.—GRADE B.</i>		
1533 Millar, John [1454].		1553 Bruce, King.
1534 Vanstyke, George Washington [1378, 1443].		1554 Crane, George.
<i>First Class.—GRADE B.</i>		1555 Dodson, Richard Elisha.
1535 Atkinson, Edward Lewis [920, 1154, 1254].		1556 Ewing, John.
1536 Griffin, Walter [1449].		1557 Fraser, Alexander [1385].
1537 Hilliard, Thomas [1451].		1558 Giffin, Willard Morse.
1538 Pepper, John.		1559 Graham, Dugald.
1539 Ross, John Cameron [1356, 1442].		1560 Lawson, George Dudley.
1540 Sinclair, Angus.		1561 McKay, Archibald [1390].
<i>First Class.—GRADE C.</i>		1562 McPherson, Archibald.
1541 Halls, Samuel Pollard [1450].		1563 Martin, John.
1542 Hardie, Robert.		1564 Morris, John George.
1543 Leggett, Joseph [1000].		1565 Poole, Edward.
1544 McCausland, William John [1455].		1566 Powell, Francis Cox.
1545 McEachern, James [1388, 1470].		1567 Rose, Amos William.
1546 McGrath, John.		1568 Ruby, Daniel Christian.
<i>Second Class.—GRADE A.</i>		1569 Scott, James [1393].
1547 Outhbertson, Edward Greer [1087].		1570 Smith, Abram [1394].
1548 Fowler, Henry.		1571 Wiggins, Henry.
1549 McCausland, Robert [1469].		1572 Wilson, Edward Sutton [1433].
1550 McDonald, James.		1573 York, Frederick Embry.
<i>Second Class.—GRADE C.</i>		
(Expire One Year from Date).		
1574 Corbett, Richard.		
1575 Hid, John Neilson.		
1576 Kearn, Reuben.		
1577 Sanderson, Robert.		

FEMALES.

<i>First Class.—GRADE A.</i>		<i>Second Class.—GRADE A.</i>	
1578	Boddy, Sophia Louisa [1400, 1490].	1586	Clark, Annie [1416, 1508].
<i>First Class.—GRADE B.</i>		1587	Davis, Ruth [1509].
1579	Dunn, Hannah Olivia [1129 1211].	1588	French, Sarah Toms.
<i>First Class.—GRADE C.</i>		1589	Greenlees, Margaret
1580	Reeves, Mary Maria [1405].	1590	Hemenway, Sinia Amanda [1430, 1524].
<i>First Class.—GRADE C.</i>		1591	Heming, Amelia [1513].
1581	Buik, Margaret [1426, 1506].	1592	James, Lucy
1582	Hardie, Ellen [1418, 1499].	1593	Munson, Charlotte [583, 1518].
1583	Jeffers, Emma [1431, 1514].	1594	O'Flaherty, Edith [1438, 1530].
1584	Rogers, Christina [681, 761, 1043, 1501].	1595	Robinson, Annie [1519].
<i>First Class.—GRADE B.</i>		<i>Second Class.—GRADE B.</i>	
1585	Rogers, Jessie [1421, 1520].	1596	Adams, Agnes Maria.

* The figures in brackets indicate the numbers of previous certificates obtained by the students named.

1597 Bethell, Maria [1425, 1522].
 1598 Boake, Sarah Anne [1523].
 1599 Fansher, Lucretia.
 1600 Foreman, Fannie.
 1601 Johnson, Frances.
 1602 Henderson, Margaret Anderson
 1603 Henry, Rebecca.
 1604 Ley, Theresa Georgiana [1527]
 1605 Lundy, Sarah [1528].
 1606 McKellar, Catherine [1515].
 1607 Morrison, Margaret Helen
 [1529].
 1608 Sinclair, Jane.
 1609 Stevenson, Ruth Bedelia.
 1610 Stewart, Isabella.
 1611 Trenholme, Clarissa Jane.
 1612 Williams, Eliza Anne.

Second Class.—GRADE C.

(Expire one Year from Date).

1618 Cole, Lucinda Arvilla.
 1614 Crawford, Margaret.
 1615 Gillin, Catherine.
 1616 Gillin, Ellen.
 1617 Gillin, Margaret Jane.
 1618 Ferrell, Kate Walker
 1619 Grant, Elizabeth.
 1620 Kessack, Elizabeth.
 1621 Laeton, Annie.
 1622 Muirhead, Maggie.
 1623 Mulcahy, Mary.
 1624 Oates, Isabella Augusta.
 1625 Turney, Melissa.
 1626 Wilkinson, Hannah.

EXPIRED CERTIFICATES.

The certificates of the *Second Class, Grade C*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. In the *Journal of Education* for July, 1860, for February and July, 1861, for February and August, 1862, lists of the certificates which had expired up to those dates were published, and the following list shows those which expired on the 22nd December, 1862:—

MALES.

1381 Dewart, Samuel Henry.
 1382 Evans, Robert.
 1383 Fletcher, William.
 1384 Flynn, Daniel.
 1385 Obtained 2nd Class B. 1557.
 1386 Hicks, David.
 1387 Holmes, Robert.
 1388 Obtained 2nd Class B. 1470,
 and 1st Class C. 1545.

1389 McGregor, Charles.
 1390 Obtained 2nd Class B. 1561.
 1391 Nash, Charles Walker.
 1392 Nicholson, Thomas.
 1393 Obtained 2nd Class B. 1569.
 1394 Obtained 2nd Class B. 1570.
 1395 Troy, William Dennis.
 1396 Obtained 2nd Class A. 1460.

FEMALES.

1424 Beaton, Harriet.
 1425 Obtained same Grade, 1522,
 and 2nd Class B. 1597.
 1426 Obtained 2nd Class B. 1506,
 and 1st Class C. 1581.
 1427 Dean, Sarah Jane.
 1428 Graham, Mary Caroline.
 1429 Obtained 2nd Class B. 1511.

1430 Obtained same Grade, 1524,
 and 2nd Class A. 1590.
 1431 Obtained 2nd Class B. 1514,
 and 1st Class C. 1588.
 1432 Obtained same Grade, 1525.
 1433 Obtained same Grade, 1530,
 and 2nd Class A. 1594.
 1434 Parkhurst, Etta Cornelia.
 1435 Woodington, Minnie.

A certificate has no legal value after the date of its expiration.

ALEXANDER MARLING,

Registrar.

EDUCATION OFFICE, Toronto, 23rd December, 1862.

Advertisements.

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4. 12-inch Natural History sliders, suitable for lanterns 6 and 7, per box, \$5.50 to \$9.
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6. Scripture History sliders, beautifully colored, suitable for lanterns 1 to 6, from \$2.75 to \$3.75 each.
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NEW GRAMMAR SCHOOL BILL.

Circular to the Members of both Houses of the Legislature, on the Bill for the further Improvement of Grammar Schools in U. C.

SIR,—Several members of the Legislature expressed to me lately at Quebec, and on my way thence to Toronto, a wish that I would furnish, in the form of a Circular, more extended explanatory remarks on the Grammar School Improvement Bill than those contained in the brief memorandum which accompanied its distribution.

The present state of the law, and the necessity of further legal provision for the improvement of Grammar Schools, will be better understood by reference to the origin and objects of the existing Grammar School Act. In 1850, the Hon. Robert Baldwin, after he had devoted nearly two days with me in examining and maturing the Bill, which became the Common School Act of 1850, (the charter of our school system), asked me if I could not codify and reduce to one Act the several Grammar School Acts of Upper Canada. After some reflection, I replied that, if he would furnish me with a list of these Acts, I would examine them and give him an answer in a few days. After examining and considering these Acts, I waited upon Mr. Baldwin and told him that before I could undertake the task he had proposed, it would be necessary for me to know whether he assented to principles which I considered essential to any useful amendments of the Grammar School Law; that the great desideratum in regard to the Grammar Schools was the means of support; that there was no other source to look to for that purpose than the municipalities in which the Grammar Schools were established; but that they had no hold upon the interest or sympathies of the people—being regarded as select schools for the few, and managed by the Government through trustees and masters of its own appointment, for the

alleged benefit of its own officers and special friends; that the municipalities could not be expected to contribute to their support unless they had some control over them. I also stated to Mr. Baldwin that I did not think the Grammar Schools could be made efficient and useful as they ought to be unless they were made schools of the municipalities, instead of schools of the Crown—the Crown relinquishing the appointment of trustees and masters; and further, that it was essential to the efficiency and success of these schools, that the Grammar School Grants should be apportioned upon the same principle and conditions as the Common School Grants. Mr. Baldwin concurred in these views; and the draft of a consolidated Grammar School Act was prepared accordingly, and printed by order for consideration. Mr. Baldwin retired from office, and I requested his successor the two following years not to proceed with the Grammar School Bill, as I could not then undertake any work in addition to that of maturing the organization of the Common School system. In 1853 the request was again made to me, and I prepared the draft of the present Grammar School Act. I proceeded to Quebec to submit and discuss its provisions with the Upper Canada members of the Cabinet. The Premier (Hon. Mr. Hincks) favoured the adoption of my draft of Grammar School Bill without alteration; but three other members of the Cabinet thought the *assessment* clause had better be deferred until I got the Grammar Schools organized into something like a general system. I urged that without that characteristic and essential feature of the Common School system, no material improvement could be effected in the condition and character of the Grammar Schools; but after some two hours' discussion, I consented (unwisely and unfortunately, as I have ever since thought) to omit the assessment clause from the draft of Bill, and to postpone it for future consideration. The consequence is, that the Grammar School system is essentially defective; the Grammar Schools have been hobbling on one leg and making little progress (except from the influence of the general regulations and inspection), while the Common Schools have been rapidly advancing, aided by the two-fold support of legislative appropriation and local assessment. There are, indeed, exceptions. There are cases in which the Grammar School, from peculiar circumstances of place, teacher, special resources, is worthy of the name; there are also cases in which the union of the Grammar and Common Schools of the place has operated beneficially; but these are exceptions to the general rule, as to the helpless condition and

stationary character of the Grammar Schools, and the unsatisfactory working of Union Schools—operating to the disadvantage of both the Grammar and Common Schools. I have been urged by trustees and supporters of Grammar Schools throughout Upper Canada to devise some remedy for these defects and evils of the Grammar School system. In 1860 I made an official tour of Upper Canada and held a school convention in each county, with a special view to the improvement of the Grammar Schools. In each of these county conventions, I stated the case of the Grammar Schools, the nature and defects of the law, and the remedies which had been proposed. I requested suggestions, and the expression of the opinions of the parties present. These conventions comprised, of course, but a small portion of the inhabitants of each county; but the clergy, magistrates, local superintendents, and trustees of schools, and all persons interested in the progress of education, were invited by circular to attend them; the places where they were held, usually the County Court House, were generally crowded, and representative persons from most of the townships of the county were present, so that each convention might be fairly regarded as expressing what would be the opinion of the great majority of the county when acquainted with the subject.

I append a copy of the resolutions adopted at these county conventions—resolutions, not one of which was submitted or prepared by myself, but which were prepared and submitted at the conventions as the result of the consultations held. (See Appendix A.) The rural portions of these conventions were most earnest, and all but unanimous in favour of assimilating the Grammar to the Common School system, in regard to the condition and distribution of the Legislative Grant. Many municipal councillors attended these conventions, and only two (as far as I could learn) dissented from that view. In two instances the county councils were in session, and adjourned to attend the convention, at which the wardens presided; and in each case the councillors, including the wardens, were unanimous in favour of the proposed arrangement in regard to county assessment for Grammar Schools, and making them free to the youth of counties.

The object of the Grammar School Bill now before Parliament is to give effect to what was so generally approved at the county conventions referred to, and which appears to me, after years of consideration and consultation, to be the easiest, the most equitable, the most national, and the most effective means of improving the Grammar Schools. For convenience of reference, I append a copy of this Bill, the leading objects of which are to provide for the apportionment of the Legislative Grammar School Fund to counties upon the same terms and conditions as that of the Common Schools, and to provide for the accommodation and further support of Grammar Schools by the city, town, and village corporations within the limits of which they are situated. (See Appendix B.)

The second section of the Bill may be amended by substituting for the words "shall annually levy" "*shall have authority annually to levy,*" &c.; and adding, after the words "Common Schools," the words "*provided also that the corporation of each county shall have authority to exempt from said rate such portions of the county as it may judge expedient.*"

The assessment required to fulfil the conditions of the Bill, has been stated by financial men in several counties to amount to less than a cent on every thousand dollars of assessed prop-

erty; yet by the aid of this small assessment, the Grammar School Fund will be doubled; the average apportionment to each Grammar School will be \$850, and of course more to the larger Grammar Schools; and the Grammar Schools will be free to all the county youth of Upper Canada. Trustees will be able to secure teachers of the best qualifications and abilities, and the Schools will also be elevated in character and usefulness by raising the standard of admission and teaching the elements of chemistry and natural philosophy, as provided by the *fifteenth* section of the Act.

If it be objected that persons will be assessed for the Grammar Schools who do not send pupils to them, it may be replied that many persons are assessed, and sometimes largely, for the Common Schools, who do not send pupils to them. If exemption is admitted in the one case, it must, upon the same ground, be admitted in the other; and the supporters of Common Schools would thus lose twenty times as much as the trifling assessment to which they may be liable for the Grammar Schools; for the proposed Grammar School assessment is scarcely a twentieth of the Common School assessment. If the condition of assessment is good for the Common Schools—and the results of it are marvellous—it must be equally good for the Grammar Schools. The one class of Schools is equally national, though not so numerous, as the other; and the property of the nation should be liable for what is of national interest, and for what adds to its security and value by educating and elevating the community for all the wants, institutions, and civilization of a State.

The fourth section of the Bill makes it incumbent on the city, town, or incorporated village in which the Grammar School is situated, to provide accommodations and any further support which may be required. It is admitted as a general rule that such locality receives nine-tenths of the direct benefits of the Grammar School in regard to the attendance of pupils, the situation and expenditure of the school, and its influence on the importance of the place and the value of property. In many cases accommodations are already provided for the Grammar School. The Bill might further provide that the Grammar School accommodations should be regarded as the property of the municipality providing them, and that if any town or village did not wish to contribute its proportion to support the Grammar School, it might signify the same to the county council, which would then abolish or remove the site of the school to another locality.

The trustees are proposed to be equally appointed by the county, city, town, and incorporated village councils; and, as it requires the votes of a positive majority of the trustees present at any lawful meeting in order to any corporate act, the chairman having no second vote, no measure can be imposed upon either the county, city, town, or incorporated village, without the consent of one or more of its representatives or nominees. No difficulty has arisen from Boards thus constituted; but, on the contrary, friendly emulation and courtesy.

As to the few Grammar Schools situated in villages not incorporated, the Bill leaves them to the operation of the existing Grammar School Law, with the advantage of an additional apportionment for their support. It was felt by all parties consulted, that the conditions which the Bill requires of cities and towns could not be expected to be fulfilled by a township or school section. By the existing Grammar School Act any township council can contribute what it pleases in support of

any Grammar School; and so can a United Grammar and Common School corporation. It would not be just, or politic, to abolish Grammar Schools thus situated; but no further measures of support could be devised in respect of them.

It has been supposed by some that the Grammar School, which is to be free to the youth of the county is not to be free to the youth of the city, town, or incorporated village in which it is situated. This is a mistake. The Bill proposes to make the Grammar School a free school to the youth of the county as compensation for the county assessment, and as the only means of obtaining it; but it does not interfere with the powers which a Board of Trustees possesses under the existing law; and they can make their school free or not to the youth of their village, town, or city as they please, the same as any Board of Common School Trustees in any city, town, or village.

The *sixteenth* section of the Bill, relating to the mode of giving certificates to masters of Grammar Schools (not graduates) is prospective, not retrospective, in its application, and is designed to prevent forgeries, which have heretofore occurred, and to secure a proper record of such certificates, but gives the Chief Superintendent no other power in respect to them than that of signing his name and affixing the seal of the Department.

The other sections of the Bill, relating to details, need no remark. Three sections have been added since the Bill was printed—the one authorizing county councils to appoint a Board of nine to perform the duties of the present numerous, cumbersome, and expensive County Boards of Public Instruction—the second to enable teachers of Grammar and Common Schools to

spend four days of the year in visiting each other's schools, on condition of their teaching an equal number of Saturdays—and the third to make the city of Toronto a county for the purposes of the Act.

This Bill is the last measure—so far as I can judge—that I have to submit to the favourable consideration of the Government and Legislature, for the completion, as far as it relates to legislation, of our public school system. It confers upon me no additional powers, and makes little change in respect to my duties. It may be amended and improved. If passed into a law, substantially as it is, I believe it will greatly elevate the character, and double the efficiency and usefulness of the Grammar Schools, and that at a charge almost imperceptible to the people at large.

As a measure of this kind does not come directly home to the feelings of the mass of the people, like one relating to Common Schools, prejudice may be easily excited against it by misrepresentation and hostility to any public educational system. To the calm and patriotic consideration of the members of the Legislature, and to intelligent, candid men, of all parties, is respectfully submitted this final measure for the due efficiency of that class of our public schools which is the most poorly provided for, and which must terminate the educational training of the greater part even of the professional and public men of Upper Canada.

I have the honour to be, Sir,

Your's very faithfully,

E. RYERSON.

Education Office, 27th March, 1863.

APPENDIX A.

Extracts from the Proceedings (relating to Grammar Schools) of the County School Conventions held in Upper Canada during the months of January, February and March, 1860, by the Chief Superintendent of Education.

[Note.—Of the three topics brought before the consideration of the County School Conventions, one related to Grammar Schools. In bringing the subject before the Conventions, the Chief Superintendent remarked in substance as follows:—

3RD.—THE IMPROVEMENT OF THE GRAMMAR SCHOOL LAW.

There was no doubt that the Grammar School Law, as it now stood, was very defective, and that no longer delay should take place in improving it. It seemed perfectly clear to him, that Grammar Schools could not be made better than they are, and in fact, could not be kept in the condition they now are, unless further provision was made for their support than at present existed. It was the best economy to make Grammar Schools efficient. To make them efficient further means must be provided for their support. Two means had been suggested; one was that Grammar Schools should be established in every city and town municipality, and that such municipality should raise a proportionate sum, in order to receive the legislative grant. The other suggestion was, that the County Grammar School should retain the original character which they had obtained of being County Schools, before the present system of public schools came into operation. He was of opinion that the whole country should be linked together, as it were, for the support of the Grammar Schools, and that the County Councils should be called upon to raise an equal sum with the Boards of School Trustees, a proportionate number of the trustees being now appointed by these Councils. Heretofore, County Councils have declined to impose a special assessment for Grammar School purposes; but as an inducement for them to do so, it was proposed that the Grammar Schools should be made free to the youth of the whole county, so that any farmer who would wish to give his son a superior education, or any young man who should desire to give himself a superior education, and who has the means of boarding himself in the city, should have the door open for his advancement. Young men might be assisted in their own neighborhoods by loans or subscriptions so as to raise a sufficient sum for their board in the city during the school term; and it was known that some of the most distinguished persons of every country have been those who obtained their education under difficulties of this kind. The whole subject would, doubtless, receive the fullest consideration from the meeting.

SCHEDULE OF COUNTY SCHOOL CONVENTIONS, HELD BY THE CHIEF SUPERINTENDENT OF EDUCATION, 1860.

County or Union of Counties.	Place of Convention.	Chairman.	Secretary.	Date 1860.
Lincoln	St. Catharines	D. P. Haynes, Esq.	C. P. Camp, Esq.	Jan. 16
Welland	Welland	Robt. Hobson, Esq.	Alex. Reid, Esq.	" 17
Haldimand	Cayuga	Judge Stevenson	A. Winram, Esq.	" 18
Brant	Brantford	C. Hedges, Esq.	H. A. Hardy, Esq.	" 19
Norfolk	Simcoe	S. McColl, Esq.	Rev. Mr. Mulholland	" 20
Wellington	Guelph	Judge Macdonald	Rev. Mr. May	" 23
Waterloo	Berlin	L. Clemens, Esq.	Wm. Davidson, Esq.	" 24
Perth	Stratford	The Mayor of Stratford.	D. H. Ritchie, Esq.	" 25
Huron & Bruce	Goderich	Hon. M. Cameron, M.P.	John Cowen, Esq.	" 26
Lambton	Sarnia	S. S. Macdonald, Esq.	A. S. Holmes, Esq.	" 28
Essex	Sandwich	Walter McCrea, Esq.	J. B. Boyle, Esq.	" 30
Kent	Chatham	John Wilson, Esq., Q. C.	Wm. McKay, Esq.	Feb. 1
Middlesex	London	Jas. Armstrong, Esq.	A. McGlenaghan, Esq.	" 2
Elgin	St. Thomas	Alex. Brown, Esq.	A. McCallum, Esq.	" 6
Oxford	Woodstock	John Harrington, Esq.	John Dewar, Esq.	" 7
Wentworth	Hamilton	L. Wilson, Esq. (ex-Sheriff)	John G. Watson, Esq.	" 8
Hilton	Milton	John G. Watson, Esq.	George Jackson, Esq.	" 10
Peel	Brampton	Reeve of Whitechurch	Robt. Alexander, Esq.	" 13
Grey	Owen Sound	F. D. McConkey, Esq.	R. J. Oliver, Esq.	" 14
York	Newmarket	John Ratcliff, Esq.	D. Beach, Esq., M.A.	" 20
Simcoe	Barrie	J. B. Fortune, Esq.	Dr. N. W. Powell	" 21
Ontario	Whitby	Wm. Cottingham, Esq.	Thos. White, Jr., Esq.	" 22
Northumberland & Durham	Cobourg	Rev. John Grier, M.A.	Thos. Willa, Esq.	" 23
Victoria and Peterboro'	Peterboro'	W. A. Richardson, Esq.	Thos. Box, Esq.	" 24
Hastings	Belleville	A. F. Hooper, Esq.	E. A. Dunham, Esq.	" 25
Prince Edward	Pictou	Thos. Kirkpatrick, Esq.	Rev. Mr. Johnson	" 27
Lennox and Addington	Napanee	Jas. Breckinridge, Esq.	W. R. R. Berford, Esq.	" 28
Frontenac	Kingston	D. Galbraith, Esq.	J. J. Bell, Esq.	Mar. 1
Leeds	Brockville	Joseph Hinton, Esq.	S. F. A. Evans, Esq.	" 2
Lennox and Addington	Perth	John Hamilton, Esq.	Jas. Porter, Esq.	" 3
Carleton	Ottawa	Reeve of Kemptville	Editor, Iroquois Chief	" 6
Prescott and Russell	L'Orignal	Jacob Brouse, Esq.	Charles Pool, Esq.	" 7
Greenville	Kemptville	D. A. McIntyre, Esq.		
Dundas	Iroquois			
Stormont and Glengary	Cornwall			

* (Warden.)

† Name not reported.

‡ (Sheriff.)

§ (ex-Warden)

RESOLUTIONS AT THE COUNTY SCHOOL CONVENTIONS.*

IN REGARD TO THE GRAMMAR SCHOOLS.

At St. Catharines, County of Lincoln, Jan. 16.

Moved by the Rev. A. Dixon, A. B., seconded by Mr. Frost, and

Resolved,—That this County meeting, in view of the anomalous position in which the Trustees of the Grammar Schools of the County stand, in their inability to raise funds for their efficient working, suggests that they should be placed in the same position as the Common School Boards, with respect to the raising of funds; and that the said Grammar Schools be the Schools of the cities, towns, townships or incorporated villages within the limits of which they are situated, and the Trustees appointed by the Municipal Councils thereof; and that the Grammar School fund be apportioned to each Municipality upon the same condition as the Legislative Common School Grant.

At Simcoe, County of Norfolk, Jan. 20.

Moved by Rev. W. Slaght, seconded by Dr. Clarke, and

Resolved,—That this meeting in view of the anomalous position in which the Trustees of the Grammar Schools in the County stand, in their inability to raise or procure funds for their efficient working, suggests that the present law be amended, so as to make it compulsory upon the County Councils to raise and pay over annually a sum of money sufficient to enable the Trustees to make their Schools efficient, the annual grant to be based upon estimates, to be prepared and submitted by them to the County Council.

At Guelph, County of Wellington, Jan. 23.

Moved by W. S. G. Knowles, Esq., seconded by Mr. Stevenson, and

Resolved,—That on action being taken by the Legislature to put the Grammar Schools on a better footing, this meeting suggests the propriety of allowing the appointment of Grammar School Trustees to remain as at present, but in apportioning the aid to the different Grammar Schools, it should be made conditional that the County Councils should raise an equal sum for the same purpose, and that pupils from the country be admitted free.

At Berlin, County of Waterloo, Jan. 24.

Moved by Rev. E. R. Stimson, seconded, by H. S. Hudson, Esq., and

Resolved,—That in the opinion of this meeting the election of Grammar School Trustees should remain as at present, and that it shall be the duty of the County Council to levy and assess an amount equal to that apportioned by the Government for the support of the Grammar Schools of the County; and that in consideration thereof the children of the County shall be admitted free to tuition.

At Stratford, County of Perth, Jan. 25.

Moved by the Rev. Thos. Macpherson, seconded by Mr. Jarvis, and

Resolved,—That in view of the anomalous position of the Trustees of Grammar Schools in respect to the mode of raising funds for the support of such schools, it is desirable that they be placed in the same position as Common School Trustees in regard to their power to raise funds within the municipality in which the school is situated; that the county be required to raise an amount equal to the Legislative grant, and that these schools may be free to all pupils qualified to enter them, when the Common Schools are free.—This resolution, was amended on the suggestion of Mr. Roberts, by recommending that the town or other municipalities where the Grammar schools are situated, and which were required by the above resolution to supply any deficiency in the Grammar school funds, should have an equality of representation at the Board. The resolution, as amended, was carried unanimously.

At Goderich, United Counties of Huron and Bruce, Jan. 26.

Moved by Mr. Ray, seconded by Mr. Cooper, and

Resolved,—That the Grammar School be the school of the county, and that a recommendation of the Chief Superintendent, now made on the subject is approved by this meeting.

At Sarnia, County of Lambton, Jan. 28.

Moved by the Rev. G. J. R. Salter, M. A., seconded by James Flintoff, Esq., and

Resolved,—That it is the opinion of this Convention that it would be advisable that an act should be passed compelling the raising by the County Council of a sum of money equal to that granted by the Government for the support of Grammar Schools,—That said Grammar Schools should be

free to every child in the County; the building required for carrying on such school should be provided by the town in which such school is situated; and further, that one-half of the trustees should be appointed by the County Council, the other half by the Town Municipality.

At Sandwich, County of Essex, Jan. 30.

Moved by Mr. A. Bartlett, seconded by George Shipley, Esq., and

Resolved,—That it is the opinion of this meeting that the Grammar School Act should be so amended as to authorize the County Council to raise a sum of money for Grammar School purposes, equal to the Government Grant for the Grammar Schools of the County, and that the Town or Village in which the School is located, provide the necessary buildings; the Council of the said Town or Village shall have the appointment of three Trustees, and that the Schools so established be entirely free to the whole County.

At Chatham, County of Kent, Jan. 31.

Moved by Stephen White, Esq., seconded by John McMichael, Esq.,

Resolved,—That this meeting would gladly see such alterations made in the constitution of Grammar Schools as would render tuition therein free to all pupils sufficiently advanced to be admitted; one-half of the Trustees being appointed by the Town Council, and the other half by the County Council; and the buildings and other conveniences for such Schools being provided by the Towns in which they may be respectively situated, a sum of money equal to the Government Grant being raised by the County Council for the payment of teachers' salaries.

At London, County of Middlesex, Feb. 2.

Moved by His Honor Judge Hughes, seconded by John S. McCell, Esq., and

Resolved,—That in the opinion of this Convention, the establishment of Grammar Schools upon a free basis, is desirable for the benefit of the youth of the country, and that the County Municipalities should raise a sum equal to the Government grant for the support of such schools.—Carried unanimously.

At Woodstock, County of Oxford, Feb. 3.

Moved by the Rev. John Bredin, seconded by Dr. Tarquand and

Resolved,—That this meeting, in view of the anomalous position in which the Trustees of the Grammar Schools of the county stand, in their inability to raise funds for their efficient working, suggests that they should be placed in the same position as the Common School Boards with respect to the levying of funds; and that the said Grammar Schools should be the schools of the cities, towns, townships or incorporated villages within the limits of which they are respectively situated; the trustees appointed by the municipal councils thereof; and the Grammar School fund apportioned upon the same condition as the Legislative Common School Grant.

It was moved in amendment by William Wilson, Esq., seconded by John Douglas, Esq., and

Resolved,—That this meeting is in favor of a change in the management of our Grammar School system: that the Grammar Schools should be free, and that for their efficient management three trustees should be appointed by the County Council, while the appointments of the remainder might with propriety be left to the municipality in which a Grammar School is or might be situated; the said municipality to raise an amount equal to the Government appropriation for the support of the same, and also to provide suitable buildings.

On the amendment being put it was carried by a large majority.

At Hamilton, County of Wentworth, Feb. 6.

Moved by Dr. Billings, seconded by Jesse Hurlburt, L.L.D., and

Resolved,—That in the opinion of this meeting the Grammar School of any municipality should be placed under the control of Trustees appointed by the Common Council of the Municipality; such Trustees to have the same powers as the Trustees of the Common Schools. Also, that the Grammar School Fund should be apportioned upon the same conditions as the Legislative School Grant.

After some discussion the resolution was withdrawn, and a resolution to the effect that cities should be created into Counties for Grammar School purposes, moved by the Rev. R. Burnet, seconded by J. Lister, Esq., was unanimously agreed to.

At Milton, County of Halton, Feb. 7.

Moved by Rev. James Nashit, seconded by Rev. Mr. McLean, and

Resolved,—That in the opinion of this meeting, County Grammar Schools should be supported on the same principle as Common Schools so far as requiring County Councils to appropriate a like amount in support of such

* The proceedings at Owen Sound and Belleville were not reported to the Educational Department, although the County Clerks were requested to do so.

schools as are apportioned by the Legislature, and that the various Grammar Schools in the County should share in such public funds, according to the amount of Grammar School work actually performed—and that pupils from all parts of the County be admitted on the same terms, and also that the Town or Village in which such schools are situated, bear all the expenses of building and other incidental charges.—Carried.

At Brampton, County of Peel, Feb. 8.

Moved by Rev. Mr. Leareyd, seconded by Rev. Mr. Coetts, and

Resolved.—That in the opinion of this Convention it is desirable that the Grammar School fund be on the same ground as the Common Schools, open to the children of the County, and supported by the County taxation to an amount equal to the amount granted by Government in aid of said Grammar Schools; and that all children residing in the County be admitted free to the school, the same as the children of the Township or Village where the Grammar School is located.

At Newmarket, County of York, Feb. 13.

Moved by Rev. T. Baker, seconded by Thomas Nixon, Esq., and

Resolved.—That the Grammar Schools would be made much more efficient by making the terms of admission to them similar to those of the Common Schools, and that it is desirable that the County Council in connexion with the Government should provide the necessary funds; and the children from beyond the limits of the City, Town or Village Corporation, be admitted without charge.

At Barrie, County of Simcoe, Feb. 14.

Moved by D. McCarthy, Esq., seconded by H. B. Hopkins, Esq., and

Resolved.—That the Grammar School of this County be put on an efficient standing as to its means of support, by placing authority in the Town Council, in conjunction with the County Council, to appoint Trustees, giving such Trustees so appointed, power to raise funds equivalent to the Government Grant, the same to be apportioned on the Town and County in accordance with the assessment, allowing to such Board the same power as is by law now placed in the hands of the Common School Trustees.

At Whitby, County of Ontario, Feb. 20.

Moved by Rev. Dr. Thornton, seconded by Dr. Checkley, and

Resolved.—1. That the number of Grammar Schools within each County be restricted within narrow limits.

2. That in each Senior Grammar School, a scholarship or scholarships be established, giving board and education to the most deserving pupil or pupils, to be elected annually by public examination from those in attendance at the Common Schools of the County—the expense to be borne by the County.

3. That Trustees have power to call upon Township, Village, Town or County Councils, where there are Junior or Senior Grammar Schools, for funds for the support of their Schools, provided that in order to make taxation equitable, the Council shall assess the several municipalities in proportion to the number of scholars from each municipality receiving instruction at the Grammar School.

After a short discussion this resolution was withdrawn.

Moved by D. Beach, Esq., M.A., seconded by J.W.C. Brown, Esq., and

Resolved.—That it is the opinion of this meeting that the Grammar School Act should be so amended as to require the County Council to raise a sum of money for Grammar School purposes, at least equal to the Government Grants for Grammar Schools of the County, and that the town or village in which the School is located provide necessary buildings; the Council of the said town or village shall have the appointment of three trustees; that the schools so established shall be entirely free to the whole County, and that the distinction between Senior and Junior Grammar Schools be abolished.

Moved in amendment by S. Fairbanks, Esq., seconded by Mr. McDermott, and

Resolved.—That the distinction between Senior and Junior Grammar Schools be abolished, and that the several Grammar Schools, now or hereafter to be erected, be allotted sections in like manner as Common Schools—that the County Council be compelled to raise a sum annually equal to the Government Grant, and that the trustees of the several Grammar Schools be empowered to raise, by assessment upon each section, all monies necessary for the maintenance of the school.

After a discussion the amendment was lost, and the original motion carried unanimously.

Moved by Thomas Gibbs, Esq., seconded by S. Fairbanks, Esq., and

Resolved.—That whereas this meeting has determined that the Grammar Schools in the County shall be continued as County Grammar Schools, and

that the same shall be free to the inhabitants of the County, that the necessary funds for conducting the same required besides the Government Grant, be defrayed out of the funds of the County.

Moved in amendment by J. W. C. Brown, Esq., seconded by E. Birrell, Esq., and

Resolved.—That the Municipal Council of the Township, Town or Village in which such Grammar School is situated, be required, on petition of the trustees thereof, to provide for all deficiencies to Teachers' salaries, and for incidental expenses.

The amendment was lost and the original motion carried.

Cobourg, County of Northumberland, Feb. 21.

Moved by the Venerable Archdeacon of York, seconded by C. Underhill, Esq., and

Resolved.—Whereas the Trustees of Grammar Schools are unable to provide for the efficient working of the said schools, from having no power to raise funds for erecting buildings or meeting incidental expenses, it is the opinion of this meeting that funds should be raised by assessment for the sustaining of Grammar Schools, on the same principle as is now exercised in the case of Common Schools.—Carried.

Moved by Dr. Beatty, seconded by G. Stewart, Esq., and

Resolved.—That in case the Grammar Schools be sustained by general taxation, upon the basis of Common School assessment, that all pupils residing out of the town in which the Grammar School is situated shall be free of any school-rate.—Carried.

At Peterboro', Counties of Peterboro' and Victoria, Feb. 22.

Moved by Mr. Grover, seconded by Mr. Pearce, and

Resolved.—That it is expedient that the law relating to Grammar Schools be so altered as to assimilate it to the Common School law, in so far as requiring the County Councils of each County to raise, by direct taxation, a sum equivalent to the Government Grant, for the support of such Grammar Schools, and that the Grammar Schools should be made free to all.—Carried.

At Picton, County of Prince Edward, Feb. 24.

Moved by Mr. R. Lobb, seconded by Mr. J. Johnston, and

Resolved.—That in the opinion of this Convention, it is desirable that the County Council be empowered by law to raise an amount equal to the Government Grant, for the support of the County Grammar School; and that all the pupils of the County shall be admitted free.

At Napanee, Counties of Lennox and Addington, Feb. 25.

Moved by John Stevenson, Esq., seconded by Rev. Dr. Lauder, and

Resolved.—That this meeting approves of the Grammar Schools becoming County Schools, the County Council appointing half of the Trustees and providing funds for their support equal to the Government Grant, and that the Schools be free.

At Kingston, County of Frontenac, Feb. 27.

Moved by Rev. Andrew Wilson, seconded by C. W. Coeper, Esq., and

Resolved.—That in order to the efficiency of Grammar Schools and the better accomplishment of the end for which they are designed, three trustees should be chosen by the County Council, and three by the City or Town Council in which the school may be located; the fees should not be more than \$3 per term, and the balance over the amount of the Legislative grant and these fees, necessary to pay the salary of teachers, procure suitable school buildings, provide furniture, maps and apparatus, keep in repair the school houses and premises, and any other necessary expenses, should be provided by Municipal assessment on all the ratable property within the limits of the County, including cities and separate towns; and the County, City, or Town Councils should be required to make such assessment according to an estimate laid before them by the Board of Trustees.

At Brockville, County of Leeds, Feb. 28.

Moved by Mr. McMullen, seconded by Rev. J. H. Johnson, M.A., and

Resolved.—That this convention considers that it would be advisable that the Grammar Schools of these United Counties should still remain under the control of the Counties' Council, and that an act may be passed requiring each Counties' Council to levy sums for its support, of the same amount as granted by Government, and that any rates to be imposed may be assessed equally on Towns, Villages, and Counties, and that all have equal privileges as to the trusteeship and otherwise.

At Perth, Counties of Lanark and Renfrew, Feb. 29.

Moved by the Rev. Mr. Clark, seconded by Wm. McN. Shaw, Esq., and

Resolved.—That in the opinion of this convention, the election of Grammar School Trustees should be as follows: three trustees to be appointed.

by the Municipality in which the building is erected, and three by the County Council, and that it shall be the duty of the County Council, to levy and assess an amount equal to that apportioned by the Government for the support of the Grammar Schools of the County, and in consideration thereof, the children of the County shall be admitted free of tuition fee.

At Ottawa, County of Carleton, March 1.

Moved by Rev. J. Butler, seconded by Rev. C. B. Pettit, B. A., and

Resolved,—That if the City Council will provide a suitable building for a Grammar School, and assess itself to half the amount contributed by Government yearly; and the County Council assess the County for the other half of the amount granted by Government;—then pupils from the County shall have the same advantage of the Grammar School as those who live in town.

At L'Orignal, Counties of Prescott and Russell, March 2nd.

Moved by Rev J. G. Armstrong, B. A., seconded by A. Philip, Esq., and

Resolved,—That it is the opinion of this Convention, that Grammar Schools in Upper Canada should be free, the County Councils to raise a sum annually, by a County tax, equal to the Government Grant;—the Council of the Township, Town or City, in which the Grammar School is located, to erect suitable buildings;—three of the Trustees to be appointed by the County Council, and the other three Trustees by the Township, Town or City Council, or Police Village, (as the case may be.)

At Kemptonville, County of Grenville, March 5,

It was moved by Mr. R. Kernahan, seconded by Mr. S. Christie, and

Resolved,—That whereas in many places throughout the country, there exists much difficulty in the support of Grammar Schools, especially of the Junior Class; and inasmuch as every one is interested and benefited by the

progress of Education; also having the principle avowed and acted upon in the present School Law, this Convention expresses its conviction that the County within which such Grammar School is situate, should be required by law to raise at least a sum equal to the Government Grant; and that the School should be free to the County within which said School is situated.

At Iroquois, County of Dundas, March 6.

Resolved,—That the Trustees of the Grammar School be authorized to raise by assessment on the county a sum equal to the Government grant; and that for the balance of the expenses of the School, the Trustees be authorized to levy that amount by assessment on the municipality within which the School is situated; and that the Grammar School be free to the children of the county.

At Cornwall, Counties of Stormont and Glengary, March 7.

Moved by the Rev. Dr. Patton, seconded by Mr. Munro, that it be

Resolved,—That in the opinion of this meeting, it is expedient that the Board of Grammar School Trustees should possess powers similar in every particular to those possessed by the Board of Common School Trustees, as far as the County is concerned, in which the Grammar School or Schools may be situate.—The motion being put, was lost.

In amendment, it was moved by J. F. Pringle, Esq., seconded by Mr. Henry Reader, and

Resolved,—That this meeting approves of the plan proposed for making the Grammar School of each County free, by levying on the property of the County a sum equal to the Government grant; and is farther of opinion that the County should contribute a portion of the fund required for the erections of buildings and the furnishing of apparatus for such schools.—Carried.

APPENDIX B.

No. 117.]

BILL.

[1863.]

AN ACT FOR THE FURTHER IMPROVEMENT OF GRAMMAR SCHOOLS IN UPPER CANADA.

Preamble.

WHEREAS it is expedient to amend the law and to make further provision for the improvement of Grammar Schools in Upper Canada;

Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

Appropriation of Fund.

1. The Grammar School fund shall be apportioned to counties upon the same terms and conditions as the fund provided by the Legislature in aid of Common Schools.

County Councils to levy rates for Grammar Schools as for Common Schools.

2. The corporation of each county shall annually levy and collect a rate for the support of Grammar Schools, in the same manner and subject to the same conditions and restrictions, as such corporations levy and collect rates for the support of Common Schools; and the forfeited and unexpended balances of Grammar School moneys over from any one year shall be added to and form part of the Grammar School fund of the next year.

Grammar Schools to be free.

3. In consideration of the aid provided by the corporation of each county to the Grammar School or Schools of such county, as authorized and required by the foregoing section, such school or schools shall be free to all the youth of such county, without payment of fees for tuition (except to residents in the city, town or incorporated village within the limits of which a Grammar School may be situated,) according to the standard now established or which may be established for the admission of pupils to Grammar Schools; and as long as the conduct of each youth shall be agreeable to the rules and discipline of such schools. Provided always, that where a county is divided into school circuits, each Grammar School shall be free only to the youth of that school circuit for which it is established.

Exception.

Condition.]

Proviso.

City, town or village corporation, to furnish accommodation.

4. The corporation of each city, town or incorporated village within the limits of which a Grammar School is or may be situated, shall provide such accommodations and further means for the support and efficient operation of such school, as may

be required from time to time by the Board of Trustees of such school.

5. The Trustees of each Grammar School shall be appointed by the corporation of the county and the corporation of the city, town or incorporated village municipality, within the limits of which such Grammar School is or may be situated; that is to say, each County Council at its first session, to be held after the first day of January next, shall select and appoint as Trustees of each Grammar School within its jurisdiction, three fit and proper persons as Trustees of such Grammar School, one of whom, in the order of their appointment, shall annually retire from office (but may be re-appointed) on the thirty-first day of January in each year; and the vacancy occasioned by the retirement of one of such Trustees annually, as also any occasional vacancy in their number, arising from death, resignation, removal from the county, or otherwise, shall be filled up by such County Council, provided that the person appointed to fill such occasional vacancy shall hold office only for the unexpired part of the term for which the person whose place shall have become vacant was appointed to serve: And the corporation of the city, town or incorporated village municipality, within the limits of which a Grammar School is or may be situated, shall, at its first session in January next, appoint three fit and proper persons as Trustees of such Grammar School, one of whom, in the order of their appointment, shall annually retire from office (but may be re-appointed) on the thirty-first day of January in each year, and the vacancy occasioned by the retirement of one of such Trustees annually, as also any occasional vacancy in their number, arising from death, resignation, removal from the municipality or otherwise, shall be filled up by such Council, provided that the person appointed to fill such occasional vacancy shall hold office only for the unexpired part of the term for which the person whose place shall have become vacant was appointed to serve.

6. The present Trustees of Grammar Schools shall (unless re-appointed) retire from office on the thirty-first day of January, one thousand eight hundred and sixty-four, and their successors in office shall be appointed as hereinbefore provided by this Act; and the Trustees thus appointed shall be a corporation, and shall succeed to all the rights, names, powers

Mode of appointing Trustees of Grammar Schools.

Three by County Council.

Filling vacancies.

Three by city, town or village Council.

Filling vacancies.

Present Trustees to retire in 1864.

New Trustees to be a corporation; their powers.

Property held for Grammar School purposes vested in the Trustees.

Provision limiting Trustees on joint Boards to six, repealed.

Union of Grammar and Common Schools may be dissolved.

Division of property, on such dissolution, how determined.

Certain pupils required, in order to obtain allowance from fund.

Yearly allowance.

Apportionments over \$300, how to be made.

Condition for additional Grammar Schools.

Removal of Grammar Schools.

Conditions of such removal.

Certain sections of Common School Act to apply to Grammar Schools.

Proviso.

and obligations as are conferred or imposed upon Trustees of Grammar Schools by chapter sixty-three of the Consolidated Statutes for Upper Canada, and by this Act.

7. All property heretofore given or acquired in any municipality for Grammar School purposes, and vested in any person or persons, or corporation, by any title whatever, or hereafter to be given or acquired, shall vest absolutely in the corporation of Grammar School Trustees holding and having the care of the same; and such Trustees shall have full power to manage and dispose of the same in such manner as they may deem expedient for the interests of their Grammar Schools.

8. So much of the last part of the seventh clause of the twenty-fifth section of chap. sixty-three of the Consolidated Statutes for Upper Canada, herein before mentioned, as limits the number of Common School Trustees to six in joint Boards of Grammar and Common Schools, is hereby repealed; but the union of the Grammar and Common Schools, or departments thereof, as provided in the said clause of the said Act; may be dissolved at the end of any year by a notice of three months given in writing at a meeting of the joint Board, and signed by a majority of the members of either Board, and published at least three times in one or more local newspapers. On the dissolution of the union between any Grammar and Common School, or department thereof, the school property held or possessed by the joint Board shall be divided or applied to public school purposes, as may be agreed upon by a majority of the members of each Board; or if they cannot agree, then by the Municipal Council of the city, town or incorporated village within the limits of which the Grammar and Common Schools of such Boards of Trustees are situated.

9. No Grammar School shall be allowed to receive anything from the same fund unless it has a daily average attendance (times of epidemic excepted) of at least ten pupils learning the Greek and Latin languages, exclusive of those in such subjects of Agricultural Chemistry and Physical Science as may be prescribed according to law.

10. Each Grammar School, conducted according to law, shall be entitled to receive at the rate of not less than three hundred dollars per annum from said fund.

11. All apportionments made to Grammar Schools at the rate of over and above the sum of three hundred dollars per annum shall be made according to the daily average attendance (certified by the Head Master and Trustees) of pupils studying the Latin or Greek language, or such subjects of Agricultural Chemistry and Physical Science as may be prescribed according to law.

12. No additional Grammar School shall be established in any county unless the Grammar School fund of such county shall be sufficient to allow the apportionment of three hundred dollars per annum to be made to such additional school.

13. Each County Council shall have discretionary authority to abolish any Grammar School, or to change the site of the same within its jurisdiction (except that situated in the county town,) and transfer it to another place in the county, on condition that the municipality to which such Grammar School is transferred shall pay to that from which it is transferred any sum which the County Council may judge equitable for a building or buildings, which may have been erected for the Grammar School, and which may not be required for other school purposes, less the sum received from the sale of such building.

14. The eighty-third, eighty-fourth, eighty-fifth, eighty-sixth and eighty-seventh sections of the Statute, chapter sixty-four of the Consolidated Statutes for Upper Canada, shall apply to the settlement of all differences between Boards of Trustees and Head Masters and Teachers of Grammar Schools in the same manner as they apply to the settlement of differences between the School Trustees and teachers of Common Schools; Provided always, that in such cases, the Local Superintendent shall not act as an arbitrator; but in the event of a difference

of opinion on the part of the two arbitrators, they shall themselves choose a third arbitrator, and the decision of a majority of the arbitrators thus chosen shall be final.

15. Whereas it is desirable and important that each Grammar School should, as soon as practicable, be made a school of practical science as well as of classical learning, it shall be lawful for the Trustees of each Grammar School to establish a mastership or lectureship in Elementary and Agricultural Chemistry and in Natural Philosophy, especially Mechanics, as illustrative of the various kinds of machinery required by the manufacturing and other mechanical interests of the country. The course of lectures in Chemistry and Natural Philosophy shall continue not less than four months in each year; and the expense of the apparatus and lectures, including the salary of the master, shall be defrayed equally by the city, town or incorporated village within which the Grammar School is situated, and the county or school circuit for which such Grammar School is established, on an estimate from time to time prepared by the Board of Trustees of such Grammar School, and laid before the Municipal Councils of the county and of the city, town or incorporated village respectively; and it shall be the duty of such Councils to provide the sum or sums at such times and in such manner as may be required by such Board of Trustees.

16. The certificates granted to Masters of Grammar Schools under the authority of the thirteenth section of the Consolidated Grammar School Act shall, upon the recommendation of the committee of examiners, be issued under the hand and official seal of the Chief Superintendent of Education, as provided in regard to Provincial Common School certificates, and shall be valid in any part of Upper Canada until revoked.

17. So much of the Consolidated Grammar School Act of Upper Canada, chapter sixty-three of the Consolidated Statutes for Upper Canada, as is inconsistent with the provisions of this Act, is hereby repealed.

Trustees may establish Masterships of Agricultural Chemistry and Natural Philosophy.

Conditions.

Expenses, how defrayed.

Certificates to Masters of Grammar Schools, how issued.

Inconsistent enactments repealed.

EXPLANATORY MEMORANDUM ON THE ACCOMPANYING DRAFT OF GRAMMAR SCHOOL AMENDMENT BILL.

BY THE CHIEF SUPERINTENDENT OF EDUCATION FOR UPPER CANADA.

Throughout all Upper Canada the trustees and supporters of Grammar Schools have urged upon me the necessity of amending the Grammar School Law. The provisions of the accompanying Draft of Bill were brought before the several County Conventions during my last official tour of Upper Canada in 1860, and received their almost unanimous concurrence, with one or two exceptions.

1. The object is to assimilate the Grammar and Common School Law in regard to assessments, and then to provide for the support of Grammar as well as Common Schools. If the condition of assessment is good for the Common Schools, it must be equally good for the Grammar Schools.

2. What is proposed is also just to all parties. Those who do not send children to the Common Schools, and those also who send their children to the Grammar Schools, are assessed for the support of Common Schools by County and Town Councils, and also by trustees in school sections; it is only equal justice, then, that supporters of Common Schools who send their children to them alone, should in turn be assessed for the support of Grammar Schools, and more especially when the Grammar School assessment is scarcely a twentieth part of the Common School assessment. If those who send children to the Common Schools are to be exempt from paying any assessment for the support of Grammar Schools, then those who send their children to the Grammar Schools, and those who do not send children to the Common Schools, should be exempted from paying Common School rates; and thus a vastly larger sum would be deducted from the Common School assessments than that of the small Grammar School assessment paid by supporters of Common Schools, who do not send their children to the Grammar Schools.

3. The small amount of assessment is worthy of notice. It is but £8000 for all Upper Canada—amounting, as financial men stated at some of the County Conventions, to about two thirds of a cent on every thousand dollars of assessed property.

4. In consideration of this small assessment, the Grammar School fund will not only be doubled, but the Grammar Schools will be free to all the

youth of each county: thus giving every farmer and every poor man in Upper Canada a proprietorship in the Grammar Schools, to the extent of educating any clever and studious boys to whom they may wish to give a superior education. The Royal Despatch of 1798, setting apart Grammar School Lands in Upper Canada, expressly states that it is for the purpose of establishing "Free Grammar Schools," the leading idea of the Bill prepared sixty-three years afterwards.

5. To prevent the Grammar School from being filled to overflowing, the standard of admission for boys studying Latin and Greek will be the same as that now required; but the standard for the admission of pupils studying English only will be raised so as to be about equal to that now required for a second class Common School teacher's certificate. Thus the Grammar School will in no way be a competitor with the Common School, but will be a high English and Classical school, and will also be a scientific school to teach agricultural chemistry and the elements of natural philosophy whenever the municipalities desire it.

6. If a County Council does not desire any provision for Common School education within its jurisdiction, it imposes no assessment. So, if a County Council desires no provision for Grammar School education within its jurisdiction, it will impose no assessment. But at all the County School Conventions in Upper Canada, during my last official tour, the members of Councils (with, as far as I learned, two individual exceptions) expressed an earnest desire for the arrangement proposed, in regard to assessing for Grammar Schools and making them free to the youth of Counties, and this was the almost, and, in many places, quite unanimous voice of the rural portions of the public meetings alluded to. In two instances, the County Councils were in session, and adjourned to attend the County School Conventions, at which the wardens presided, and at which the members were unanimous for the provisions proposed for the support of Grammar Schools. The Government apportionment of the Grammar, as well as of the Common School Grant to a County, is not to any one or more schools in a County, but to the County itself, according to population; so that it makes no difference in the Grammar School (or even Common School) assessment whether there is one or a number of schools. The fund in regard to both Common and Grammar Schools is afterwards distributed to the several schools in a County, according to the average attendance in each.

7. As to the power of trustees in the city or town of the Grammar School, it is admitted that such locality receives nine-tenths of the benefits of the Grammar School, in regard to the attendance of pupils, the situation and expenditure of the school, and its influence upon the importance of the place and value of property. The municipality of such locality appoints half the trustees, and that half has, of course, a veto upon all expenditures and proceedings. If Grammar Schools exist at all, they should be good ones; and they cannot be so without proper accommodations and means of support; and I know of no more equitable method than that proposed, to distribute the burthen of supporting the Grammar School between the town and county, and uniting both in interest in its behalf. But it is also proposed to be provided that if any town or incorporated village does not desire to retain the Grammar School, the County Council may be authorized to remove it to another town or village desiring it; for there will be plenty of candidates for the Grammar School in any such case.

There are the principal points connected with the provisions of the proposed Bill.

II. Papers on Classical Subjects.

1. IMPORTANCE OF THE STUDY OF LATIN.

It will be readily granted that every boy who is to be educated at all must be taught to speak and to write with grammatical accuracy. In no way, then, can this be done so effectually as by learning Latin, at least so far as to be able to construe and to parse with accuracy a plain book, such as *Cæsar*. There are obvious reasons why English is not a good language in which to learn grammar. Its composite structure and the opposite principles it embodies; here and there retaining the old Saxon inflexions, far oftener rejecting them for prefixes and auxiliary verbs; these alone must make the task of teaching grammar in it all but hopeless. But the Latin language, evolved from its own resources, and uninvaded by foreign admixtures, with so fixed and systematic a frame-work, such certainty, almost rigidity of usage, and such perfect symmetry, is the very model language for the grammarian, the fittest of all instruments for teaching the principles of universal grammar. If, then, a practical knowledge of grammar is, at least, a desirable accomplishment for

all young men, and if the study of Latin is the surest way of attaining it, no more need be said to prove that all should study that language so far as to be able to read *Cæsar*, or to whatever length may be necessary for grammatical training. This alone will always vindicate for it a main place as an instrument of education, without adverting to the further fact, that Latin holds the key to the study of most modern European languages. It is the direct parent of all the languages of Southern Europe. It almost halves the parentage of our own with the original Saxon, and even the German has received large accessions from its stores. These facts should prevent many who set a high value on the knowledge of modern languages from decrying Latin as they often do. All that has now been said refers only to the grammatical and linguistic value of Latin, as an instrument of the most elementary training. Of its higher literary and historical bearings, as these can only be known by the more advanced scholar nothing need now be said.

Even in the most utilitarian view of education, a certain knowledge of Latin is desirable, and to hint the probability that by beginning later, as much might be learnt in two or three years, as by beginning earlier is now acquired in five or six. If this last view be true, and if a boy, who has small linguistic faculty, could learn as much Latin between the years of, say thirteen to fifteen, as he now does in double the length of time, there needs no argument to prove that the boy who will turn out a scholar, will do at least as much, in proportion in the same time. But there is no need to dwell on this, because it is not so much in reference to advanced scholarship, that these remarks are offered, as to help to fix the place which Latin should hold in the education of average boys, who will never turn out scholars, and to settle the best time at which its active study should in their case begin.—*Museum*.

2. HELPS TO THE STUDY OF LATIN.

That the Arnold system in the study of a dead, or foreign language, is, all things considered, the best to begin with, we have not the slightest hesitation in affirming. Commencing with the most simple elementary principles of the modification of words, and the framework of the simple sentence unmodified, and by presenting those principles one at a time, and applying them immediately, it certainly leads the pupil along the first steps in the study of language by a more rational method than the old practice of committing to memory all the forms of declension, comparison, and conjugation, and then attempting, as a first effort, to unravel a complete sentence with all its inversions and modifications, to which he must be almost an entire stranger. For it must be borne in mind, that however well the pupil may commit and recite, *memoriter*, the various grammatical inflections, he cannot fully, nor to any great extent, understand the use of those inflections, until he sees them in an actual sentence—a sentence made and moulded by the thought of one who used the language as his own. Hence the necessity of a simple exercise in translating, almost at the outset of the study, and as a constant accompaniment to the grammar, as the learner progresses in its principles and forms. Such a method is philosophical. It is a judicious help to the pupil in his first steps, giving him to begin with assurances of progress for his encouragement, and saving him from the disgust so sure to follow the excessive tasking and overtasking of the memory, in learning grammatical inflections and definitions, long before he knows fully the use of them, or can have an opportunity to see them applied.

Herein consists the prime excellence of the Arnold system. It commences with elementary principles; leads the pupil gradually and intelligently into an understanding of the more complex forms and principles of language. Every step, fairly gained, gives him greater power to accomplish the succeeding one. From first to last, the philosophy of the language is the thread that guides the learner, though perhaps unconsciously to himself. The idioms of the language are analyzed and compared with the English, that they may be freely and smoothly translated, and not rendered with that literal rigidity so often heard, and so grating to the ear of the elegant scholar.

But it seems to us that some of the First Books in Latin upon this system, are too full, and contain much matter not necessary for the pupil before he commences the use of his reading book and grammar proper. Such a book should contain only the leading principles necessary to commence reading easy Latin; but it should be finished before entering upon any reading exercises, other than what may be furnished for the purpose of illustrating the principles successively presented. Those exercises should be brief, employing but few Latin words, but presented in a variety of form. A few such exercises, read and reread many times, are preferable to a more extended list of sentences. But the reading of short, isolated sentences, can never imbue the mind of the learner with the spirit of the Latin tongue. That can be done only by reading in connection the consecutive thoughts of the same author. The reading of

a page in Cicero, or Caesar, or of fifty lines in Virgil, will give a better insight into the Roman language, than would ten pages of short disconnected sentences. The work preparatory to reading should, therefore, be soon accomplished. Then let the reading book, lexicon, and grammar, be taken in hand in earnest. What may be denominated the incidentals of the study, may be carried along as collateral work.—A. P. S. in *Massachusetts Teacher*.

III. Education in Various Countries.

1. THE REPORT ON EDUCATION FOR LOWER CANADA.

The Superintendent of Education for Lower Canada has issued, some time since, his Annual Report for 1861, in the French language, and an English translation of it has recently been published.

The Superintendent is able in this year, as in former ones, to report a general progress and increase in his department. Schools and other Educational institutions have reached, during the past year, the figure of 3,345; the pupils that of 180,845, while the amount of contributions raised, reaches \$625,219. All these figures are in advance of former years; but there is one important item which does not advance and is discouragingly unchangeable, and that is: the Government allowance, which remains stationary at, we believe, \$260,000. Of this sum, \$70,000 go to superior education, and a little over \$100,000 to the primary schools. To each individual school the grant is not stationary; but, what is worse, annually decreasing, for the simple reason, that as the number of schools goes on increasing, the share of each in the grant becomes smaller.—Viewed in this relation, each new school and each new college inflicts, by its coming into existence, a permanent pecuniary damage to the rest. The grants to individual schools have to be re-adjusted every year, creating thus a permanent state of change and uncertainty. To give one instance to the point: McGill College has seen its grant gradually reduced from \$4,000 in 1856 to \$2,591 in 1861, and will be still less and less every year as the French colleges multiply and set up their claims.

Mr. Chauveau is perplexed by the insufficiency of the sum placed at his disposal, and states, that an addition of 50 per cent. to the Government grant is indispensable. But, before voting an additional one hundred thousand dollars, it will be well for the Legislature to consider whether the system of a fixed grant does not work injuriously; and whether the amount of the aid of the Government had not better follow the movement of the schools according to some fixed rules, and instead of being stationary, become variable; while the aid to each institution may be determined by a rate based on its number of scholars and the amount of its school assessment. It would not be quite so convenient in arranging the budget to have, instead of a round sum to deal with an appropriation liable to fluctuations and always on the increase. But the claims of education on the country rank amongst the very first, and must not be sacrificed to a false economy. It is certainly not creditable to Canada that the whole amount appropriated every year by Government to education in both Provinces, does not reach half of the interest of the Legislative grant made to a single railroad.

The salary of the school teachers, although showing some improvement remains miserably low. It does not probably average on the whole more than \$200 a head. The grant to the schools is diminished by a sum of \$19,050 paid the school inspectors, while in Upper Canada this class of agents is not paid out of the educational grant but from the [a special county] school tax. The effect of the low salaries paid to teachers is specially noticeable in the Protestant McGill Normal School, where last year only four male pupil teachers were found, while there were thirty-four female ones.

The endowments and revenues of Protestant universities or colleges in Lower Canada appear insignificant when compared to those of similar Roman Catholic institutions. Amongst the latter the University of Laval is the best endowed, its buildings alone are valued at \$200,000, and annual revenue \$20,000. The Quebec Seminary has \$22,000 of revenue, the St. Hyacinthe College \$26,000, and St. Mary's College, held by Jesuits in Montreal, over \$25,000. The real estate held for revenue by some of these institutions is very large. The Seminary of Quebec puts itself down for \$400,000, and that of Montreal for \$500,000.

Amongst curious facts worthy of notice may be mentioned the following: The history of the United States, the country nearest to us, is taught as a separate branch only in the Quebec Seminary. McGill College is the only one that offers to the student a course of gymnastics. The Jesuit's College in Montreal which in former years could command the attendance of several Protestant pupils had last year but one. There were in the Roman Catholic Colleges eighty-two pupils from the United States and only nine in the Protestant institutions.

It would have proved of the highest interest to Protestants, to have found, amongst the numerous statistical tables of the report,

some comprehensive view of the dissentient schools of Lower Canada, especially the amount of school-tax which they pay, how much of it is left to them, and how much of it goes to the support of Catholic education; but there is no information on the subject, and the statistics of dissentient schools are all mixed up with the rest. The following short notice, however, of the missionary schools at Pointe-aux-Trembles, will be read with interest, proceeding, as it does from the impartial pen of a Roman Catholic school inspector:—

"The dissentients have opened a school under the direction of a teacher who has no diploma. Eighteen pupils have been entered on the register. These dissentients have hitherto made great sacrifices, in order to obtain for their children a suitable education. I sincerely wish them success in their new establishment. There are also two independent schools,—one for boys, the other for girls,—attended by about sixty pupils. The girls' school, which I visited, appeared to me to be conducted with ability, and to have made progress."

Education in Lower Canada has made immense progress of late years, and the vast majority of the growing generation of French Canadians will be able to read and write,—a fact unprecedented in the history of the colony. To Dr. Meilleur belongs the credit of having initiated the revulsion now witnessed; and he had to do it amidst much opposition from all classes. He honestly wished to follow the example set by the Upper Province, and render his schools unsectarian. When Mr. Chauveau came into office, the odium borne by his predecessor had been removed, and the educational system had received a fair start. That his place is no sinecure, is sufficiently evident from his report. He has the task of directing a very complicated machinery, and his labours probably exceed those of Dr. Ryerson. He has three normal schools instead of one to superintend; all his dealings are complicated by the use of two languages; and owing to the differences of race and religion, he has a great diversity of opposite interests to conciliate. No man of ordinary capacity could fill such a place; and he has discharged its duties very efficiently, and at least to the entire satisfaction of his co-religionists.—*Montreal Witness*.

2. MILITARY SCHOOLS IN LOWER CANADA.

The gentlemen of the Quebec Seminary have resolved to establish two military schools, one in the Laval University and the other in the minor Seminary. We are happy to learn this, because the system will ensure a constant supply of intelligent men imbued with the learning of the schools, and qualified in every respect for commissions in the Militia. The gentlemen of the Quebec Seminary seem to have appreciated Mr. Disraeli's remarkable saying in the House of Commons, in the debate on the Address, and when the tide of war had subsided in America, the country would be "an America of diplomacy, an America of war, an America of standing armies." Success, say we, to the Canadian school of St. Cyr.—*Montreal Gazette*.

3. EDUCATION OF DESTITUTE CHILDREN, MONTREAL.

Having frequently heard mention of the Free School in the Quebec Suburbs, the writer paid it a visit the other day. It is a kind of effort, on the part of Protestant communities at least, which is new in Montreal; and a kind, moreover, which we look upon with interest. We shall, therefore, record the observation of the visit.

This school has been in operation for about two years. It was founded upon the model of the "Ragged Schools" in large cities in Great Britain, with which most readers of newspapers are familiar. The tuition is gratuitous. There are no school fees whatever. But children only, whose parents are unable to pay school fees, are admitted. In the school in the Quebec Suburbs the average attendance of children is about ninety. They do not belong to any particular creed. Children of all creeds are indifferently taken; and, in many cases, children of parents who have no creed. The writer noticed one class of Gypsy children. There were some ten or twelve of these, and sometimes, we are told, there are more. Many of the scholars too, are the children of drunken parents, who have no home comforts, and in many cases not even fire for warmth. Sometimes these last pray to be allowed to remain in the school during meal hours.

The first notable fact is that an average attendance of ninety children of this class is collected. This number is all the school-room, which is the basement of the Methodist Church, can contain, or the energetic teacher (Miss Campbell) can give her attention to, even by employing some of the older scholars to assist in teaching the younger. It is, then, clear that this large room full of children who, in the street and at home, in cases in which they have any, are surrounded by all kinds of bad influences, with the downward path, straight and broad and well beaten before them, are, in the school, at least put in the way of doing good, as well for themselves as

others. At school the teachings and the influences are good. Even the excellent and appropriate precepts which are here and there, in large letters, affixed to the walls, may make impressions on the mind of many a child which will affect conduct in after life. Cleanliness of person is the rule of the school. All the children have their hands and faces washed clean, if their clothes are sometimes in tatters. The Gypsies, the morning the writer was there, came with their faces painted red for ornament, which, however, were soon washed to their natural nut brown. These Gypsy children are quick scholars.

The next notable fact is the actual instruction given. Throughout the whole school it cannot, of course, equal that where the attendance is more regular and the circumstances on the part of the scholars are more favorable. But many of the answers which the writer heard, on the occasion of his unexpected visit, were such as might, in many cases, shame the children of parents who are well to do and able to furnish them with the unspeakable blessings of home comforts. The branches taught are mainly reading, writing, arithmetic and grammar. The writing in the copy books was, in many cases, excellent—much better than we expected to have seen. The children all seemed to be happy. Many of them were intelligent and bright eyed. And the teacher seemed to have them well in hand, and to have her heart in the work of instructing them. In a body, they sang one or two pieces with spirit.

Such are the main facts; and the questions come naturally: If such a school can be so well maintained in the Quebec suburbs, could not others be so, in other suburbs? If this is filled to its capacity is there not even room for more in the same locality? Is not this true missionary work? Should not charity begin at home? Is it not our duty, in the first place, to educate and to convert these little heathens in our midst? Is it not a duty which comes before that of making converts from one creed to another? Is not this kind of well-doing, in fact, the true light to set upon the hill, that the people in darkness may see our good works? In our apprehension there can be but one answer to all these questions. And it may be that many a man and woman in after life will in their hearts bless the good man who first thought of establishing this institution in our midst. Many may attain comforts, competence—eminence even—by reason of the instruction here afforded who otherwise might have followed the roads which inevitably lead to misery and crime, and destruction eternal, without hope or guide or means to walk in the better path.

This "Ragged School," we understand, is supported by the voluntary contributions of the public. Whether others are, or are not established, the support which is given to it in a community so wealthy as that of Montreal should not be allowed to flag. If it is argued that free education, like other eleemosynary aid may be pushed too far, it must be conceded that this school supplies a need; and one which, we believe, might, with advantage, be supplemented. —*Montreal Gazette.*

4. NEW ENGLAND SOCIETY INSTITUTE AT MOHAWK.

A correspondent of the *Hamilton Spectator*, under date of Feb. 19, writes as follows:—"Last evening, I received an invitation to visit the Institute of the New England Society of London, established many years ago at the Indian Mohawk village (near the town) for the purpose of educating the children of the Six Nation Indians, and spreading christianity among these people. The Institute, is a large stone building, in which a number of children are received, clothed, fed, and educated, and in addition, the boys are taught various industrial pursuits, and the girls instructed in domestic duties; a farm is also attached to the Institute, in which the boys work. The Society has also several schools among the Six Nations, by whom the importance of education is becoming more appreciated.

Not far from the Institute is the oldest church in the Province of Upper Canada, has an ancient bell from Fleet Street, London, and is also possessed of a communion service of plate presented to the Mohawks for their chapel, by Queen Anne, when they possessed the valley of the Mohawk in the state of New York. The Bible, a very large one, was also presented by Her Majesty, and is an interesting edition, published in London in 1701, and presented to the Mohawks in 1712, and it is in admirable preservation after being in use for 151 years.

This forenoon, I proceeded with a party, to the Institute, to witness the presentation of a pretty Tea service of plate, by the Six Nation Indians, to Mrs. Nelles, the lady of the Rev. Mr. Nelles, the Chief Missionary of the England Society, and who labours so devotedly, in promoting their welfare, and in superintending the Institute and Schools. It appears, that Mrs. Nelles has also been untiring in her care of the children at the Institute, and the Six Nations being sensible of her goodness, desired to convey their feeling in an appropriate and lasting manner; they therefore determined on raising a subscription and inscribing their sentiments on

a piece of plate. Upon reaching the Institute, we found a large assemblage of chiefs and warriors, accompanied by their wives and daughters, while the appearance of the children was most pleasing. An excellent Indian brass band was in attendance. A number of Rev. gentlemen, and ladies and gentlemen were present. The visiting superintendent, Mr. Gilkison, was called upon to preside, and he opened the proceedings with a few appropriate remarks. An address to the Rev. Mr. Nelles was then very well read, in English, by an intelligent young Indian, Isaac Powles, who has been educated at the Institute. Mr. Nelles read a feeling reply, after which, addresses were delivered by Dr. Digby, a number of the chiefs, the venerable Mr. Kerby, and the Superintendent,—Mr. George H. M. Johnson and Mr. Isaac Powles acting as interpreters. The speeches of the chiefs, were, in some instances, most eloquent, judging from the action and tone of voice, and when interpreted their ideas were really beautiful as truthful, in the usual flights of Indian oratory. The different dialects were also striking; as between the Mohawk, the Onondaga, Tuscarora, and Delaware. All the chiefs, including the Pagan, joined in their praise and admiration of the Rev. gentleman and his lady, and all spoke of the benefits and blessings conferred upon their people by the New England Society. The band played several pieces of music, closing with our National Anthem, for these good people, it will be remembered, are most loyal and true. The company then adjourned to the large hall, where three long tables were most beautifully spread for the many hundreds present. We all returned much pleased with our visit, and only regretted that a reporter had not been present, to take more full notice of the interesting occurrence.

5. A GLIMPSE OF AFRICAN SCHOOLS.

FREETOWN, SIERRA LEONE, WEST AFRICA, July, 1862.

MY DEAR JOURNAL:—Almost my first glimpse of Africa revealed something of its educational progress. We had been tossing on the ocean for nearly forty days, rolling on the swells in the heat of a tropic calm, when one morning, as the fog lifted, Cape Mesurado was towering in full sight just before us. This cape as you will recollect, is very near Monrovia, the capital of Liberia. On its summit, in plain sight from the sea, stands the beautiful building of "Boston College," erected by the generosity of a few Bostonians at an expense of some forty thousand dollars. The situation is very pleasant, having the full benefit of the ocean breezes, and commanding an extensive prospect both of land and sea. All connected with the college, president, professors and students, are colored men, and yet it is in a very prosperous condition. The officers are highly educated and accomplished, and it is to be hoped that many of the sons of Africa will here be prepared for extended usefulness. Good schools, taught by native teachers, are established at most of the larger settlements in Liberia, and the educational prospects of the young republic seem brightening. At Cape Mount we noticed the neat little chapel and school-room occupying prominent positions.

As we came from Monrovia to Freetown on the English war steamer, "Flying Fish," we had an opportunity of stopping at the Banana Islands, also at Kent, nearly opposite on the continent.—These places are settled by "liberated Africans,"—a term applied to those natives who are taken from captured slaves by the British fleet. They are carefully watched over and protected by the English government, and schools are established, which the law requires each child to attend. The Church Missionary Society of England has several mission-stations among them, and supports a number of native preachers. I was much pleased with the progress which the people are making in education. One day as I was walking on the Island of Banana, becoming wearied and faint in the burning heat of the tropic sun, I sat down under the shade of a palm tree to rest. Seeing a native boy of some twelve years, who had followed me from the town, lingering near, I beckoned him to my side, handed him a pocket-testament, and requested him to read. He complied; and in clear tones, and with a surprisingly correct emphasis and pronunciation, which told that he understood the words he uttered read a beautiful chapter from one of the epistles. I was rejoiced, as we sat together amid those groves of orange, palm, cocoa-nut and bread-fruit trees in a land of heathenism, to find so young a boy who could read and understand the truths of God's Word.

In company with Capt. Anderson, of the Royal Navy, we landed at Kent, and caught a passing glimpse of its school and church.—Many years ago several large buildings were erected here for educating the liberated Africans, but of late they have fallen into decay. A lofty, arched gateway, now crumbling into ruins, leads into the enclosure, and half fallen walls of massive stone, covered with green moss and clinging vines, mark the spot where noble structures once stood. As we entered the school-room, the pupils all arose and with united voices saluted us with a "salam,"—a native mode of welcome. There were some fifty scholars, neatly dressed and with

bright intelligent faces. The native teacher seemed well qualified for his position, and so far as our observation extended, the school would compare favourably with many in America.

In this city, Freetown, the capital of the English Colony of Sierra Leone, and containing eighteen thousand inhabitants, there are quite a number of excellent schools. We visited a grammar school taught by a colored teacher and several assistants. The school-house is a large two story edifice of stone, with a capacious hall for general exercises, and various recitation and ante rooms. An enclosure on one side, shaded with orange, cocoa-nut, and other tropical trees and flowering shrubs, forms a pleasant play-ground. The students in this school are all young men, or boys well advanced in learning. Several are preparing for the ministry, and a large number for teaching. The classes exhibited much proficiency in the different branches pursued. In the schedule of studies I noticed Latin, Greek and Theology, besides most of the higher English branches. Various beautiful mottoes in Latin and English hung upon the walls. One of these, "Peace be within these walls," seemed to me particularly appropriate for a school-room. In the hall the students went through with a variety of manual exercises, similar to those adopted in American schools, and sang several beautiful songs. The school-books used in Africa are mostly brought from America and Europe. Among these students I remarked many thoughtful earnest looking faces. Strict attention was given to whatever was said to them by teacher or visitor. In fact I have been greatly surprised to see the courtesy shown by the natives of Africa to strangers. When I first landed at the Banana Islands, every child or grown person to whom I spoke returned my salutation with a smiling face, and pleasantly uttered "Thank you."—And in passing through the streets of barbarian and semi-barbarian towns, I have seen nothing of that impudence and over-grown greatness which marks some eight year old American boys, and renders a safe passage by certain New England country school houses during "recess" or "noon time" quite a feat for the venturesome traveller.

At Fourah Bay, just on the limits of the city of Freetown, a college was in successful operation for several years but is now suspended. There are two weekly papers published here, edited and printed by natives, which show considerable talent. A monthly sheet, "*The Early Dawn*," is also published at the Mendi Missions.

A few days since we were present at the closing exercises of a primary school in this city. There were about two hundred boys and girls, nearly of size, several teachers, and two or three visitors, gathered in the large hall, but not a single white face among them besides our own. The school went through with some interesting general exercises and sung a beautiful hymn. There were three rows of seats running lengthwise through the long hall, and at a given signal the children knelt on both sides of these forms, making six long lines, and repeated in concert an appropriate prayer. It was a touching sight; two hundred of the dark browed children of Africa kneeling with bowed heads and clasped hands, and two hundred sweet childish voices blending in a petition to God for the forgiveness of their sins, and for his blessing to rest upon them, their teachers, parents and friends. A beautiful sight indeed for a heathen land. As the prayer ended they rose from their knees in perfect concert, and passed out, keeping step to the tap of a rule which the principal held in his hand. On the farther side of the hall, I noticed a loyal motto, "Long live Prince Alfred," which told me that I was not in a republic. S. J. W. in Conn. C. S. Journal.

6. PRUSSIAN SCHOOLS.

At a late meeting of the Prussian Ecclesiastical Diet or *Kirchentag* the question of schools came up, especially the primary schools. The Universities of Germany have enjoyed for several centuries great independence. Speculative science has had free course, and every one knows that theology itself is not limited by any barrier, and that it is of an unjustifiably rash in its assertions. But the position is very different in the lower schools. The poor country teachers are subject to three powers, which dispute the preponderance:—1st. The State; 2nd. The Church; 3rd. The parish, or the municipal council of each community. In reality, the State possesses the greatest authority; it decides matters relating to popular instruction; it makes regulations; it appoints the teachers. The parish, in its turn, being charged with the expenses, exercises an important right of control. But the Church takes almost no part in the schools. Some pastors are admitted into the Councils of public instruction; but they only form a small minority, and their influence is frequently annulled by the enemies of Christianity. Is this a proper state of things? Professor Flashard, of Berlin, who read a learned report on this question, thinks that the authority of the Church ought to be increased, without excluding that of the State or parish. The solution of the problem will be difficult as long as the Synodical system is not regularly instituted. The State is now the supreme master; it will not yield, except to the blind

opposition of the religious community. In any case, the members of the *Kirchentag* have fulfilled a noble duty by claiming for the Church, that is to say, for evangelical truth, a legitimate share of authority of the public schools. If the rising generations are educated without the Bible, what will soon become of the country of Luther and Spener?

IV. Papers on Practical Education.

1. ERRORS AND DELINQUENCIES OF TEACHERS.

Teachers are at times guilty of certain errors and delinquencies; a few of which I will specify: 1st. Boasting of what they have accomplished in various places, when their asseverations are all of the evidence that they can give of their real merit. 2nd. Duplicity, in representing the character and condition of their schools and the advancement of their pupils. 3d. Taking no interest in the reputation and general success of the work of education. 4th. Using more craft and policy to conciliate their patrons and to retain a lucrative situation than to advance their pupils in knowledge and wisdom. 5th. Arrogating to themselves credit for successful discipline and great advancement of their pupils in learning, when the former is the fruit of good home training and quiet disposition, and the latter of superior intelligence and diligent application. 6th. Not keeping themselves posted in the improvements of the age, especially in their department. 7th. Entertaining the notion that merely teaching the branches pursued at school is the whole of their work.

How teachers are often unconsciously led into these evils, is well understood by those who have been long engaged in this business and who have considered its different and peculiar phases and vicissitudes. This employment generates some idiosyncrasies of character and singular habits, and sometimes even eccentricities. Such of these as render a person unpleasant must be avoided. Instructors of youth must cultivate agreeable and pleasant habits, such as will render them attractive, especially to the young. In consequence of popular indifference concerning education, teachers are at times induced to resort to various expedients to gain patronage and public confidence. And when in employment they like to do something that will show and tell with a good effect. But the real condition of their schools is often such that they are led to magnify trifles to fabricate a plausible account that will approximate towards their ideal of a good school. As an appeal to popular prejudices, many will boast of great skill in government and declare that they never use the rod; this may be true in many cases, but not in all. Again, their situation and engagements often prevent them from associating together except in vacations, and too many then prefer attending to other matters and are unmindful how much they may benefit each other and advance the interest of their profession.

For these and other evils that are incident to the profession, the teacher's ingenuity must contrive remedies. And to be able to do this is one of his most important qualifications. For many of these evils there is no better remedy than such an exposure as will set the persons therein concerned to thinking about them. And for all of them prevention is better than any cure.—G. D. Hunt in *Wisconsin Journal of Education*.

2. TEACHING IDEAS NOT WORDS.

A simple experiment which any person may conduct, will show the superiority of Nature's method of conveying knowledge without the use of words at all, to the common mode of conveying it by words, whether orally, or by reading, or by committing words to memory. Suppose a child's tea-party met in the nursery, or drawing-room, and the whole of the children, male and female, in different groups amusing themselves at various exercises, games and amusements. One party of girls is playing with a mimic house and dolls; another party of boys spinning a humming-top; another party at draughts; another party with dominoes; another at chess; and another at bagatelle. Let now, any intelligent boy or girl who, be it observed, must be perfectly acquainted with every one of the party, enter the room, and take notice of what is going on, only for one minute. That would be sufficient for him: to observe and remember all the persons, their positions, sitting, standing, speaking or playing, their dress, attitude, appearance, and the employments of the whole company. He goes down stairs, and is requested to describe what he saw. He has committed the whole to memory, the whole scene is pictured upon his imagination, and he can remember all or any part of it. He begins to describe each group separately, one by one, each after the other, and in order. A friend writes it down as he tells it, and this lesson of only one minute taken down upon paper in his own words, is found to fill five, six or eight pages of common writing paper. This closes the first of four distinct acts in this simple experiment in education. Let us now suppose that the boy

wishes to communicate the several facts he observed to another companion, who also knows the whole of the parties, and let us take notice how he would proceed. It has to be communicated no doubt, in words, but his one minute's observation now requires many more minutes to communicate it. But he has the whole clear on his memory, and he now, with great glee, describes the whole scene to his young companion. This is done with more ease than accuracy, and with much greater amplitude than at first: and what is worthy of notice, there will scarcely be found a single sentence of the whole narrative precisely the same as that on paper. The listener has heard the narrative by the living voice only once, and by attention to that one hearing he also has committed the whole narrative to memory. Being familiar with the persons, his imagination has pictured every scene as described, and he now could in his turn also communicate it to others. This is act second of this experiment.

Let us now suppose that the six or eight pages of writing were put into the hands of a third boy, to read for himself, that he may become acquainted with the facts there recorded. He reads it attentively, and but once, and as he also is acquainted with the parties, he is able to master the story, and has, in fact, in his turn, while reading, committed the whole narrative to memory, although not so perfectly as if he had heard it by the living voice, and to all the three boys it has become a part of their knowledge, and yet they are not conscious of the precise words of a single sentence they have either read or uttered. This, then, is the third act of the experiment. And now for the fourth.

A fourth boy is now called in, and he gets the written words to commit to memory, and then to repeat them. He begins his task, and labours at it for hours before he has completed it, and when he has finished, what does nature, reason, and the most stringent experiments tell us is the result? It is thus, that he can now, like a parrot, repeat a certain form of words, but this exercise of committing the words to memory has not added a single idea or truth to his knowledge. It may be said that he does now know something of that which took place in the drawing-room, and therefore his committing to memory the words of the narrative increased his knowledge, but this is a mere deception.

His reading what he was to commit to memory, as he also is well acquainted with the parties, may, perhaps, have given him a side-glance at the facts; but that was not got in the ordinary way, as in the case of the third boy above mentioned, and his committing the words to memory did, in fact, help greatly to neutralize or obliterate it. This ends act fourth of simple experiment.

In the result of this experiment with these four boys, we have a pretty accurate picture and specimen of four kinds of teaching, and of communicating knowledge. The first is Nature's plan of storing the memory with ideas, truths, and real knowledge, without the use of words at all: the second, is her plan of storing the memory with ideas, truths, and useful knowledge by the living voice: the third, is her method of storing the memory with ideas, truths, and knowledge by reading; and the fourth is man's method of storing the memory with words independent of the ideas, truths, or knowledge of any kind, which these words may contain. And we would now ask how they look when they are seen together? Yet, strange to say, in this nineteenth century, this fourth plan has its apologists, its adherents, its admirers, its defenders, its apostles, its champions, and alas! we must add, its millions of martyrs. Can we wonder in such a case, at the deep-rooted ignorance that still prevails among the masses, even though surrounded by so many schools, or at the low state of the science of education amid the triumph of all the other sciences?—*Nature's Normal School, by James Gall.*

V. Biographical Sketches.

No. 10.—THE MARQUIS OF LANSDOWNE, K. G.

The venerable nobleman who has just passed away from among us may be considered a rare instance of human felicity. His long life was coincident with the most brilliant period of England's annals, and for no less than sixty years did he take a leading part, either in Government or in Opposition, in the management of the affairs of the country. He was sprung from a race ennobled quite as much by talent and virtue as by rank, wealth and large territorial possessions. He was endowed by nature with an excellent constitution, with a clear head, a sound judgment, a full and persuasive elocution, and a singular moderation and tolerance during times when such virtues found very little illustration in the practice of public men. He had elegant tastes, social, political, and artistic, which he had the fullest opportunity of gratifying, and he lived to be one of the foremost citizens in the freest and happiest country in the world. He died at an advanced age, in the full possession of his mental faculties, loved, honoured, and looked up to in a degree which no living Englishman has obtained. This is the general view of the career of the Marquis of

Lansdowne; but, if we examine it more particularly, we shall find a wonderful adaptation between the peculiarities of his character and position and the times in which he lived. Long life, as the Roman satirist has taught us, is by no means an unmixed blessing, and the political life of Lord Lansdowne was long almost beyond example. The man who died on Saturday evening had come into no inglorious collision with William Pitt in the House of Commons, actually succeeded Pitt on his death, 57 years ago, as member for the University of Cambridge, sat in the same Cabinet with Fox, and moved, as Chancellor of the Exchequer, in the House of Commons the estimate of £15,000, for the funeral of Nelson. He was the son of the Minister who signed the Treaty recognizing the independence of the American Colonies. He has lived through the whole of their united life, and has probably anticipated in his death by a very short time their final disruption. But this long life had in his case a peculiar charm. Lord Lansdowne was a man thoroughly grounded in the principles of liberty and justice, which he had learned in the society of his father, one of the ablest statesmen of his time, of Bentham, of Dumont, and of Dugald Stewart. When he entered the House of Commons, sixty years ago, he had little to learn with regard to the rights, interests, and duties of mankind when gathered into political society. Yet such were his good sense and moderation that the possession of this abstract knowledge never made him conceited or dogmatic, never urged him to the defence of paradox, or pushed him to practical or even speculative extremes. The last forty years of his life have been a continued triumph of those principles. Lord Lansdowne has had the happiness, at the close of a long and consistent career, of seeing his fellow-countrymen almost unanimously adopt the views that he held in early youth. He has had little to retract, little to modify, little to extend. With inborn sagacity he seized abstract doctrines at their practical point, and maintained them firmly and moderately till the good sense of mankind came over to his side. Unlike most of his party, he was never bewildered by the sophisms of Protection, but held the doctrines of Free Trade in all their fullness from the beginning to the end. Religious toleration, popular education, legal reform, and a liberal foreign policy have found in him a consistent advocate. The highest rank in the Peerage was at any time within his reach, and more than once an honour which few men would be found to refuse, the office of Prime Minister, had been pressed upon him; but he was content, as well he might be, with the position he held. Never were the dignity and courtesy of the House of Lords better sustained than under his leadership. He never lost a political friend; he never exasperated a political adversary. It was to him that we owe the introduction of Lord Macaulay to public life, and no man has been more anxious to employ patronage and interest for the promotion of merit. Such was the Marquis of Lansdowne in public life; a statesman of stainless honour, wide liberality, and unswerving consistency, and compensating for abilities which could scarcely be placed in the highest rank by a prudence and temperance which never suffered him to undertake anything which he was not able efficiently and honorably to perform. Lord Lansdowne had a keen relish and a cultivated taste for literature. He had formed a splendid library, and was to the last an unwearied reader. He especially enjoyed the society of literary men; but, unlike too many of his contemporaries who were content to feed on their brains and then leave them to die, he forgot not an old friend. When Moore had lost those powers which made him the delight of fashionable society—when his wit was blunted and his voice had lost its sweetness, he found a refuge for his declining years in the munificence of Lord Lansdowne. Without a picture to begin with, he formed for himself one of the noblest collections in the country, and adorned his house with statues and specimens of art long before the taste for such things had revived among us. His manners were gracious, simple, and dignified; his conversation easy, full of anecdote and cheerfulness; and no one knew better how to grace a splendid and almost boundless hospitality. He was the Counsellor to whom the Queen, especially since the death of the Prince Consort, would naturally look for advice in questions beyond the domain of party politics, and in whose judgment and moderation all parties had implicit reliance.

Such was the third Marquis of Lansdowne, a name that will long be associated with a brilliant and happy period of English history, with the struggles and the triumphs of a great European war, and with that second scarcely less severe internal turmoil which gave birth to our present amended institutions.—*London Times.*

No. 11.—SAID PACHA, VICEROY OF EGYPT.

A telegram from Alexandria announces the death of Said Pacha. The Viceroy died on the 18th ult. The Viceroy was only just forty years old. Mehmet Ali, "The Grand Pacha," as the Egyptians called him, had three sons, Ibrahim, Tousseun and Said; the latter was born in 1822. His mother devoted her whole care and attention to Said's education; and after the usual course of native in-

struction, a M. Koenig (the Koenig-Bey of the future), a most distinguished French *savant* of the College Henri Quatre, who had become Professor of Oriental Literature in the Staff College of Djihad-Abad, near Cario, was appointed his tutor in a European course of studies. He entered the naval service, and became admiral of the fleet, residing at the palace of Gabbaria, near Alexandria, until the death of his nephew Abbas, Pacha, in 1854, which opened to him the succession to the viceroynalty under the firm of 1841. He was known in Europe, especially in France, as a prince of noble qualities, well acquainted with European literature, unchangeably devoted to the Sultan, large-minded, and generous in his support of numerous Egyptian youths in various schools of Europe. He took possession of the viceroynalty July 16; and afterwards received investiture from the Sultan. His character soon showed itself. He sent ten thousand men to the Sultan to aid him in the Crimean war, he granted an immediate amnesty; he abolished the corn monopoly of the government, exonerating the fellahs from the impost on pasture and the wheat harvest, thereby throwing open 500,000 ardebas to unrestricted commerce; he re-established free trade in cotton, and modified all the taxes. His old French tutor, Koenig-Bey, was made chief secretary of his Government; and an Englishman, Mr. Green, was appointed director of the transit department. Cario was illuminated for three days in honor of the liberal viceroyn. He next went on a tour through his provinces, redressing grievances, and reforming abuses notably in the Soudan. He promoted all works of public utility, and fostered all the educational and scientific projects which had been abandoned under his predecessors. The embarkment of the Nile, stopped by Mehemet Ali, was continued by Said; he patronized the scheme for cutting through the Isthmus of Suaz, to the delight of M. Lesseps and the French people. Said was economical too. After Ismail Pacha's death he would have no Home Minister, retaining only the Ministers of War, the Colonies, and Finance. After some years of liberal and enlightened government, the viceroyn, who had, as far as possible, promoted the objects of the International Exhibition of 1862, determined to come to London to see it. He arrived with a suite of about 65 persons, at Dover, from France, in the French war-steamer *La Corse*, on the 3rd of June, and in answer to an address from the Town Council at Dover, amid loud cheers, expressed himself anxious to continue on the best terms with England and to protect the interests of English subjects, and regretted that personally he could not receive the Prince of Wales on his visit to Egypt owing to illness. The Viceroyn's residence was for a time at Wimbledon Park, and afterwards on board his yacht off Woolwich. After inspecting Woolwich Arsenal, he proceeded to London, and was present for many days successively at the Exhibition, making large purchases, especially in the department of machinery, (railway locomotives) &c. He paid visits to several of the nobility, and on the 16th of July gave a most magnificent entertainment on board his yacht, the *Faid Ghehad*, to Lord Palmerston, Mr. Gladstone, the Speaker, &c. The *dejeuner* was laid out in a style of oriental luxury, and was the grandest *feite* of the season. His visit to Liverpool was, he said, the most gratifying he had paid in Europe, for there he received a right royal welcome.

No. 12.—HORACE VERNET.

This celebrated French historical painter died in Paris, on the 17th January. He was born in that city in 1789, and at an early age manifested a taste for painting. Among his earlier works were the Taking of the Redoubt, the Dog of the Regiment, the Horse of the Trumpeter, the Halt of French Soldiers, the Battle of Toloso, the Soldier Laborer, the Last Cartridge, the Death of Poniatowski, which followed each other in rapid succession, and found more favour with the multitude than with the artists of the *bas relief* school. In 1819 he painted the Massacre of the Mamelukes at Cario, now in the Luxembourg, and at about the same time the battles of Jemeppe, Valmy, Hanau, and Montmirail. In 1826 he was admitted a member of the Institute, and in 1830 was appointed to succeed Guerin as director of the Academy at Rome. There he resided for five years, and devoted himself to the study of the Italian school, the result of which was a series of pictures somewhat new in the subject and manner of treatment. He abandoned for a while the life of the French soldier and the battles of the Revolution. During this period he painted Judith and Holfernes, Raphael and Michael Angelo at the Vatican, Combat of Brigands against the Pope's Riflemen, Confession of the Dying Brigand, Pope Leo XII. carried into St. Peter's. But he afterwards returned to his original subjects, and in 1836 produced four battle pieces; Friedland, Wagram, Jena, and Fontenoy. When Algeria was occupied by the French troops, a whole gallery at Versailles was set apart for the purpose of commemorating their achievements in Africa. This gallery was styled the Constantine Gallery, from a town of that name in Africa which had been captured by the French, and the decoration of it was in-

trusted to M. Vernet. He produced a great many pictures on subjects connected with the Algerine war, among which may be mentioned the Taking of the Smala of Abd-el-Kader, said to be the largest picture on canvass in existence. Vernet at several times attempted biblical subjects, but not with much success. He has also painted a large picture representing the capture of Rome by Gen. Oudinot in 1849. His only daughter married Paul Delaroche.—*N. Y. World*.

No. 13.—THE REV. DR. MACHAR.

After a long and trying illness the Rev. John Machar, D. D., Minister of St. Andrew's Church, died Feb. 7, at the age of 66 years. Dr. Machar was born at Brechin, Scotland—the native town of the well-known Dr. Guthrie, of Edinburgh, who was placed for a while under his care when attending the University. He studied at King's College, Aberdeen, where he took his degree of M. A., and afterwards at the University of Edinburgh, where at that time Dr. Thomas Brown held the chair of Moral Philosophy, and Dr. Chalmers that of Theology. On receiving license to preach, he became Assistant to the parish Minister of Loggie, and continued in that situation until he exchanged it for the one which he occupied in this city with much credit to himself and lasting benefit to those who enjoyed his ministrations. When Dr. Machar came to this country in 1828, there was only one minister of the Church of Scotland residing in Kingston, and his arrival therefore was hailed with joy, and thankfulness, not only by those whose spiritual oversight was most immediately committed to him but also by their co-religionists throughout the Province. On his way up from Quebec, he preached at Brookville, where a worthy gentleman whose brother forms one of Lord Monck's present Cabinet, was so delighted to see and hear once more a minister of his own Church from his native land, that in the enthusiasm of the moment he pulled out his watch and presented it to the preacher on his exit from the pulpit. The favorable opinion of Dr. Machar which his people had been led to form from his being the nominee of the Presbytery of Edinburgh, was confirmed after he had taken up his abode among them, by the earnest and scriptural style of his preaching, his fidelity as a pastor, and his pure and consistent life; and a hearty welcome with which he was at first greeted, was followed up during the course of his ministry by several substantial proofs of his regard. They built for him a commodious house; when his failing health seemed to render it expedient that his labour should be lightened, they provided him with an Assistant; and three years ago they presented him with a valuable service of plate. The great and general esteem entertained for Dr. Machar, even beyond the limits of his own congregation, was shown by the many honors and offices of trust conferred upon him. Dr. Machar's attainments both in sacred and secular learning were exact and varied. He was familiar with English literature, and could read with ease Hebrew, Greek, Latin, and one or two other modern languages. He taught the Hebrew classes at Queen's College during several sessions, and was always selected by the Synod at its annual meeting to examine the candidates for license in the Oriental tongues. His facility in speaking Latin often did him good service both on the continent and in Kingston, when he happened to meet with foreigners in whose vernacular he could not converse freely. He was always a close student, and had one of the largest private libraries to be found in the Province.—*Kingston News*.

No. 14.—DAVID ROBLIN, ESQ.

On Sunday, David Roblin, Esq., late M.P.P., died at his residence in Napance. Mr. Roblin was born in Adolphustown, in April, 1812, and at the time of his decease was consequently nearly 51 years of age. In July, 1854, he was elected to represent his native constituency in Parliament. He was a firm adherent of Mr. Hincks, and went over with him to the coalition. Mr. Roblin afterwards gave his support to the government of the Hon. John A. Macdonald, but being defeated in the election of 1861 by Mr. A. F. Hooper, the present member, Mr. Roblin since retired from public life and leaves many friends to mourn his loss.—*Montreal Gazette*.

No. 15.—HON. DOMINIQUE MONDELET.

It is our painful duty to record the death of the Hon. Dominique Mondelet, resident Judge of Three Rivers. His health had been precarious for some years back. He occupied his place on the Bench last Wednesday, but it was noticed that his mind was not possessed of its customary clearness and precision. He retired to rest in his usual health, but on visiting his room early on Thursday morning he was found lying on the floor, breathing heavily, but in a state of utter unconsciousness. Medical aid was immediately called in, but every means failed to arouse him, and at twenty minutes past ten he breathed his last. The deceased gentleman was appointed Assis-

tant Judge at Three Rivers, during the suspension of the late Chief Justice Vallière de St. Real, in 1838. After the restoration of Judge Vallière, and his elevation to the Chief Justiceship in 1842, Judge Mondelet was appointed resident Judge of Three Rivers, a position which he filled with general satisfaction from that period up till his death.—*Three Rivers Inquirer*.

No. 16.—THOMAS MOLSON, ESQ.

We regret to learn that Thos. Molson, Esq., an old and wealthy citizen of Montreal, died yesterday at the age of seventy-one years. He enjoyed vigorous health up to the period of his last illness. He was noted for some eccentricities in his later years; but in the prime of life he was remarkable for great business energy, to which he owed the accumulation of his fortune. He was connected, we believe, with the early establishment of steamboat communication between Quebec and Montreal.—*Montreal Gazette*.

No. 17.—MR. JOHN RYAN.

Our yesterdays issue (Feb. 13) contained the announcement of the death of a remarkable man, who resided in this city for more than forty years. Mr. John Ryan was honorably distinguished by the origination of a line of steamboats which ran in opposition to those first established on the St. Lawrence, and thereby procured to his fellow countrymen the benefit of cheap travelling. He was much less favourably known by the extreme and peculiar, or rather, perhaps, we should say in this community, his *unique* opinions on politics and religion; and to this cause may be chiefly attributed the fact that he failed to realize the substantial rewards which might reasonably have been expected from his great energy in the cause of, and the large services to, the travelling public. He was included in the proscribed list of "rebel leaders," in 1837, (we use the language of the dominant party of the day) and was obliged to fly from Canada, but was in time permitted to return to it. He was indifferent to money, and devoted to projects of a public character, some of them practical and useful—like the "People's Line" of steamboats, of which he was the first manager—others singularly visionary and impracticable.—*Quebec Mercury*.

No. 18.—MONUMENT TO VERY REV. DR. CASAULT.

The inauguration took place lately of the monument erected in the chapel attached to the Seminary, to the memory of the Very Rev. L. J. Casault, V.G., the first Rector of the University, who departed this life on the 6th of May last. The principal hall was crowded, and the galleries were filled with ladies. His Lordship, Monseigneur the Administrator was present, also the Hon. Mr. McGee, Hon. Mr. Caron, Mr. Evanturel, and most of our notables. At the hour appointed the professors of the different faculties, preceded by the Rector, all in their robes, entered the Hall in procession, headed by the mace-bearer, and took their seats on a platform in the centre of the room. The occasion was very aptly taken advantage of to bestow, for the first time, the prize founded by H. R. H. the Prince of Wales, and the happy competitor was Mr. Babin, a student of theology, and also to confer different degrees on some eight students of law and medicine. The opening address, prior to the awarding of His Royal Highness' prize, was delivered by the Rector, the Very Rev. Dr. Taschereau, Superior of the Seminary. Dr. Sewell, one of the professors of medicine, then addressed the audience, taking a retrospective view of the period the University had existed, and calling to mind how many of its founders and professors, during that short time, had passed from time to eternity—to use his own words, what havoc death had made amongst them. Dr. Sewell then pronounced a most flattering and deserved panegyric on the late Dr. Blanchet, the first Dean of the Faculty of Medicine of the University. He afterwards alluded in most appropriate and feeling language to the recent melancholy death of Dr. Fremont, who succeeded Dr. Blanchet as Dean of the Faculty of Medicine. Dr. LaRue then delivered a very eloquent and detailed biographical account of the late Rector, to whose venerated memory a monument was to be this day erected. He gave a most interesting account of his life from the time he first entered College, at fourteen, till he completed his studies, in a space of six years, which generally takes from eight to ten years, such were the talents and quickness of Dr. Casault in his youth. He then passed over rapidly the portion of his life from his entering on the study of theology until he became one of the Directors of the Seminary. Here he dwelt at some length to show the interest Dr. Casault took for the advancement of the pupils, and how he employed all the means in his power to secure their proficiency. Then came the epoch of his life, when he carried out his favourite and long thought of project of establishing a Roman Catholic University in Canada. What labours by day, and sleepless nights he had passed in conceiving the project and in carrying it out. How

he was heartily seconded by the other priests of the Seminary, without whose co-operation he could not have succeeded. The Doctor concluded his most interesting allocution amidst thunders of applause. The Rector now invited the audience to repair to the Chapel, where a *libera* was chaunted for the repose of the soul of the Rev. Dr. Casault. The monument is placed on the Gospel side, near the main altar, over the remains of the illustrious deceased. It consists of a marble slab of large dimensions, of pure white, laid on a back-ground of jet black, surmounted with the arms of the University. The following epitaph is inscribed thereon:

"D. O. M.
Hic Jacet,
Illust. et Rev. Ludovicens Jacobus Casault,
Presbyter,
In Sacra Theologia Doctor, Archiepiscopi
Quebecensis Vicarius Generalis.
Unus e Rectoribus hujusce urbis Seminarii
Cui per novem annos superior præsuit;
Idem postquam priores octo per annos Seminarii minoris
Alumnus disciplina informavit,
Novissime majoris Seminarii factus præsul,
Ad obtinendam condendam Universitatis facultatem in Angliam missus.
Mira prudentia miraque in rebus agendis peritia
Rem ad optatum finem perduxit,
Singulari tandem consilio, quum illustrissimas Europæ urbes
Invisisset.
Omnia quæcumque in singulis academiis crederet optima
Deceprens
Patriam suam, adjuvantibus consortibus, Universitate-Lavallense
Cujus primus fuit Rector,
Dotavit,
Nullius tamen rei appetens nisi Dei gloriæ et religionis incrementi,
Per totam vitam totisque viribus institutioni juventutis
Indesinenter incubuit;
Tum ipsis Magistris acceptissimus, tum Alumnis carissimus,
Incredibili omnium desiderio et dolore extinctus est
Die V. Maii A. D. MDCCCLXII. Etæ LIV.
R. I. P.
Ad memoriam tanti viri hoc pium monumentum
erexerunt cives et clerici."

—*Quebec Mercury*.

No. 19.—STATUE TO SIR WILLIAM NAPIER.

The statue erected to the memory of the late Sir William Napier, in St. Paul's Cathedral, London, was recently unveiled in presence of a large number of spectators, though the occasion was not marked by any ceremony whatever. The statue, which was erected by public subscription, is 8½ feet high, of Carrara marble; it stands on a pedestal of Sicilian marble 6½ feet high, and represents the General as grasping a sword with his left hand, while in his right he holds a scroll. The position of the statue is immediately on the left of the north entrance, near that of the late Sir John James Napier.

VI. Miscellaneous.

THERE SHALL BE NO MORE DEATH.—IN HEAVEN.

There shall be no more fading of the flowers;
No Autumn winds shall lay the beauty low;
There shall be no more death of joy-winged hours,
No burial of hope, as here below.

Love shall not die, where all is living love;
There the heart grows not strange, or weak, or cold;
For grief's wild blast shall blow no more above;
There friends we cling to, fade not—wax not old.

There is not heard the stealthy step of him
Who placing icy hand on heart and brain,
Makes the whole landscape of our life-ray dim,
And wings the spirit from its home of pain.

There shall be no more death! Not then as now,
Will be the nameless shudder—the regret
Of bearing sin's deep stain upon the brow—
Death's warrant for the dead he stays as yet!

A glorious life, untinged by thought of death!
Then shall we *live* when once that bourn is ours,
Where fell disease ne'er stops the labouring breath—
Life, happy life—amid the unfading flowers!

2. DO YOU OBEY YOUR MOTHER?

Charles T.—was the son of a poor widow in the city of N. B. He and a younger brother were her only earthly comfort and care. But, when, ten years of age, he began to go with wicked companions, and yield to their wishes in disobedience to his mother's commands. Charles loved her, yet when tempted to do wrong forgot her kindness and the grief he would occasion. Like all habits, good and evil, disobedience became stronger every time he was guilty of it; and sins which were once thought of with dread, Charles, before he was twelve years old, committed boldly.

One morning a police officer, whose business it is to arrest criminals, called at his humble home and took him away to be tried for stealing. The little fellow cried, and so did his lonely mother. After he was found guilty, it was decided to send him to the Reform school in a distant city. The next news Charles' mother had from him, he was very sick. An epidemic prevailed in the institution, and he was among those most dangerously ill. A benevolent man gave Mrs. T.—money to pay the expenses of a visit to her sick boy. When she arrived at the large building in which he was confined, she entered a room where several lads were lying on their small beds, in pain, with no mother to watch over them. She looked around for the familiar locks of hair above the pale face of her son. But she sought in vain for the one for whom her heart was yearning. Then an attendant came and told her that he was too ill to be there; he was in another room. The weeping mother hastened to the apartment, and in a moment she saw the emaciated features of her Charles. It was a sad and affecting meeting. After she had talked with him until her tears fell on his feverish forehead, she unfolded a little handkerchief, and said it was his brother's at home.

"Oh, mother," exclaimed Charles, "lay it on my breast; I want it near my heart." And soon he added, "Does brother mind you, mother?" "Sometimes," she replied. "Oh, tell him to obey you always, always; if I had done so, I should not be here." And he buried his tearful face in the bed-clothes and sobbed.

Mrs. T.—saw that Charles must die, and begged permission to stay all night in the room, and sleep on the floor, or watch by his side. But this was contrary to the rules of the institution, and she left him with a breaking heart. In the morning he was delirious and soon after died. The same kind gentleman who helped the widow when she went to see Charles, sent for the body; and last autumn, as the leaves were dying, it was laid in the grave, upon which for the first time the snows of winter have fallen.

Think of Charles, and of what God said amid the thunderings and flames of Sinai: "Honor thy father and thy mother, that thy days may be long upon the land which the Lord thy God giveth thee."

3. REV. DR. CAIRD ON NOVEL READING.

It is a painful pathos to a sentimental youth to pass from sighing with Romeo to serving out tea and sugar to old women over a counter,—from fancying himself a knight in black mail, crushing like a storm on his rival on the lists, and shouting "Desdchado to the rescue!" to feeling himself a junior clerk or a man of business, whose highest function is to be familiar with the price of pig-iron, the tare on tallow, or the drawback on rum and molasses. It is amazingly more easy for a languid, feeble-minded, fine lady to be all the morning on a sofa, in a flutter of sham sentiment, over the preternatural amabilities and lack-a-daisical sorrows of Paul Dombey or Little Nell, than to get up and teach her own real live child to spell b, u, double f, buff; just as in the same way, if we descend from the drawing room to the kitchen, Betty the cook or Mary the housemaid, these days of the march of intellect, seems it most aggravating to their feelings to be torn away by the summons of the bell from the love of that fascinating bandit chief, or to be forced by an approaching step to shove the "Corsair's Bride," or "The sorrows of a Forsaken One," under a duster and begin to clean knives and scour sauce-pans.—*Lecture to Glasgow Y. M. C. Association.*

VII. Paper on Natural History.

1. A SERPENT'S CURIOSITY.

Beneath the branches of a giant Euphorbia, sheltered by its shade, and almost lulled to sleep by the monotonous sound of a little bubbling mountain stream, I reclined one day, after a very successful foray amongst the guinea fowl which were occasionally found near the Bushman's River, a locality situated about one hundred and twenty miles inland to Port Natal. A quantity of long grass, which had been washed down quite flat, grew on each side of the little rivulet, and on this several dead branches were scattered, and old trunks of trees grouped, left in their places by the last periodical flood. Over this grass I observed a large brownish coloured snake gliding towards me. His large size, and the absence of the broad arrow form of head, showed me that he was not venomous; I

therefore allowed him to approach me, whilst I remained perfectly still. Although I did not alter my position in the least, he yet became aware of my presence by some means, for he suddenly stopped when within twenty paces of me, then changed his direction; and then took up a position under an old stump, from which he eyed me most suspiciously. His colours were very beautiful, and there was a bloom upon his skin somewhat similar to that which we see on a ripe plum. He was evidently puzzled at my appearance, but seemed not in the least afraid; whilst I, knowing that I could shoot him at any time if I felt inclined to do so, had no hesitation in remaining within twenty paces of a snake fully twelve feet in length. After examining me for about two minutes the snake approached me, keeping its head slightly raised and looking steadily at my eyes. Its approach was so slow, and there was no break in it, such as that made by putting one foot before the other, that I felt an almost irresistible inclination to remain still and quiet, and allow the snake to glide towards me. Had the snake been forty feet in length, or had I been no bigger than a rabbit, I believe that, unless by a considerable exertion of the will, I should not have felt disposed to move. If the snake had been compelled to advance by a series of steps, each one would then have repeated the warning, and would have intimated that it was dangerous to stay; but the gliding, insidious approach of the snake appeared to produce a wish to wait until some decided movement should be taken by the reptile. Shaking off this singular temporary sensation by a decided action of the will, I raised myself on my elbow and stretched out my hand for my gun. The snake observing the movement stopped, and elevated its head, which it waved slightly in a horizontal direction. It was now not more than ten paces from me, and although tolerably certain that it was not a poisonous snake, yet, for fear of a mistake, I deemed it prudent to ward it off, and intimated my idea by means of a broken branch which I threw at it. The snake appeared disinclined to leave me, but yet slowly glided away, stopping occasionally to look round, as though desirous of further acquaintance. I let him go; our interview had been so close and mysterious that I could not have killed him. There was also something wild and interesting in thus alone making the acquaintance of a reptile in its native wilderness, in observing some of its peculiarities, and in feeling slightly that singular power by means of which there is no doubt many of the serpent race occasionally obtain their prey.—*A few interviews with Snakes," by Capt. Drayson, R. A.*

VIII. Educational Intelligence.

CANADA.

—SENATE OF TORONTO UNIVERSITY.—His Excellency the Governor General has been pleased to appoint Thomas Robertson, Esq., M.A., Head Master of the Normal School for Upper Canada; the Rev. William F. Checkley, A.B., T.C.D., Rector of the Model Grammar School for Upper Canada; the Very Rev. J. Walsh (R.C.), V.G., all of Toronto; the Rev. A. Carman, M.A., Principal of the Belleville Seminary; and C. F. Eliot, Esq., M.A., of Sandwich, to be additional Members of the Senate of the University of Toronto.

—TORONTO UNIVERSITY RIFLE CORPS.—At the meeting of this Company on the 21st ult., a service of plate was presented to Captain Croft, accompanied by a suitable address which was read by Lieut. Cherriman.

—UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON.—The Rev. Mr. Murray was formally inducted into the chair of Mental and Moral Philosophy and Logic, in the University of Queen's College, on Monday afternoon. The formalities were open to the public, and an influential assemblage of both ladies and gentlemen was present to witness them. Principal Leitch on behalf of the Chairman of Trustees performed the ceremony of induction. The name of the Professor was then inscribed on the roll of the Senate, and after introductions to his brother Professors, the delivery of the introductory lecture commenced.—*News.*

—CANADIAN LITERARY INSTITUTE, WOODSTOCK.—The following notice of the affiliation of this Institute with the University of Toronto, is copied from the *Canada Gazette*:—"Provincial Secretary's Office, Québec, 13th March, 1863. Notice is hereby given that His Excellency the Governor General has been pleased, under the provisions of Cap. 62, of the Consolidated Statutes for Upper Canada, by an instrument under his hand and seal at arm's, dated the 11th day of March instant, to prescribe to the Chancellor, Vice-Chancellor, and Members of the Senate of the University of Toronto, "The Canadian Literary Institute," an Institution established for the purpose of Education, and situated in the Town of Woodstock in Upper Canada, and incorporated under an act of Parliament of this Province, intitled, "An Act to incorporate the Canadian Literary

Institute of Woodstock," as one of the Institutions for which students may be admitted as candidates for the respective degrees of Bachelor of Arts and Master of Arts, in the said University. By command, J. O. BUREAU, Secretary."

— **MCGILL COLLEGE UNIVERSITY.**—The London *Athenaeum* and *Illustrated News* notice the fact, that Mr. Marshall Wood, the well-known sculptor, has received a commission, through the Hon. John Ross, to execute a marble bust of the Prince of Wales, to be presented to the Library of the McGill College, in the name of the students of the University. We understand that Mr. William Molson, with his accustomed generosity, has kindly offered to supplement any sum which the students may contribute toward this object, and has thus enabled the students to offer this graceful tribute to their young Prince and to their *Alma Mater*. The London *Lancet*, in noticing the attendance of students in the McGill University, in the present session, compliments it in its course of study in Arts, which it characterises as more complete than that of Oxford or Cambridge.—*Montreal Gazette*.

— **BISHOP'S COLLEGE SCHOOL AND THE NEW BISHOP.**—A communication from Lennoxville puts us in possession of the gratifying reception given to the Bishop of Quebec elect, upon his return to the site of his former labours. The Rev. J. W. Williams received a welcome, on his return home on Saturday evening, of which he may be justly proud. It was a scene that will long be remembered by those who witnessed it, as a spontaneous outburst of the love and respect he has gained in the position of onerous responsibility he has so long held, with increasing credit to himself and advantage to his pupils. The boys of the Bishop's College School thronged the platform, where were also assembled the dignitaries and students of the College, the masters of the School, and many friends from the neighbourhood. He was welcomed by an outburst of British cheers. Like the boys at Eton on the occasion of the marriage of the Princess Royal, the boys claimed the honor of dragging home their dearly loved master. The sleigh was soon harnessed by willing hands, and as the procession passed through the village, lighted up with the many torches, and accompanied with cheer after cheer from the boys, gave assurance to all who witnessed it that the Bishop elect had succeeded in gaining the love and respect of his pupils. The same high qualities which have enabled him to thoroughly do his duty at Bishop's College, give promise of equal success in a new and still more responsible position. He threw his whole heart into the work God had given him to do. He was firm but conciliating. His polished manners and kind heart enabled him to differ from others without giving rise to any feeling of bitterness on their part. He combined learning and talents with plain, practical common-sense. All who came in contact with him realized his earnestness in all he undertook, and his boys felt that his interest in them was not limited to their temporal success only, but that their souls' welfare, their advancement in practical daily religion was in his eyes still more important. His Sunday addresses to them on these subjects were only equalled by Arnold's sermons at Rugby, and those who have witnessed the breathless attention with which they were listened to cannot doubt that they have proved, under God's blessing, "the heaven of life unto life" to many who heard them. Those who know Mr. Williams have no doubt that he will do credit to the Episcopal Bench, and that he will prove a blessing and an ornament to the Church of England in this Diocese.—*Quebec Chronicle*.

IRELAND.

— **EDUCATION IN IRELAND.**—The report of the National Education Board shows that 808,864 children were on the school rolls at some time or other in the course of the year 1861; the average number on the rolls was 521,044, and the average daily attendance 284,726. These last two numbers are more by above 20,000 than in 1860, indicating an improvement in regularity of attendance. Nearly a seventh of the entire population of Ireland was therefore on the rolls as pupils in 1861. Nearly five-sixths of these were Roman Catholics, 668,146; the other 140,219 Protestants. The Board consider the proportions from the several religious denominations to be as fair as could be expected under the circumstances, and the proportions are gradually becoming more favorable to the national system. The local emoluments of the schools in 1861 comprised £34,342 from payments by the children, and £9,930 from local subscriptions. The total emoluments from all sources available to the teaching staff of the schools in the year was £239,539, whereof 81.28 per cent. was derived from the State and only 18.72 per cent. was locally provided—a proportion which the Commissioners declare to be wholly inadequate.—*English Paper*.

IX. Departmental Notices.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

Catalogues and Forms of Application furnished to School Authorities on their application.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the Customs duty on copyright books, as may be necessary.

NO PENSIONS TO COMMON SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "*That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund, in accordance with the preceding regulations of the Council of Public Instruction.

NEW MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; a map of steamship routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and just published under the supervision of the Educational Department for Upper Canada. Price \$6.

TEACHER WANTS A SITUATION.

A young man of considerable experience in Teaching, holding a First Class County Board and a Second Class Provincial Certificate from The Normal School, wish a re-engagement as TEACHER in a COMMON SCHOOL. Can begin on (or before, if necessary) the 1st of May next. Address, stating Salary, to H. J. STANLEY, Nanawee P.O., U.C.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum, back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each.

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PAPERS ON METEOROLOGY IN CANADA.

- I. EXTRACTS FROM A PAPER IN THE *CANADIAN JOURNAL* FOR 1868, "ON THE MAGNETIC DISTURBANCES AT TORONTO, DURING THE YEARS 1856 TO 1862, INCLUSIVE," BY G. T. KINGSTON, M.A., DIRECTOR OF THE MAGNETIC OBSERVATORY.

A few years prior to the establishment of the Colonial Magnetic Observatories in 1839-40, the attention of philosophers in Germany had been directed to certain magnetic phenomena, consisting sometimes in abrupt changes of short duration, and sometimes in a long continued abnormal condition of the magnetic elements. These disturbances as they are termed, at first attributed to variations in atmospheric temperature and other local causes, were discovered by comparing preconcerted contemporaneous observations to prevail simultaneously, and to correspond in direction, and to great extent also in amount, at different and distant parts of Germany. The improbability of local origin which this synchronism in their occurrence indicated, and the probability wherewith it suggested some extra terrestrial influence, was greatly strengthened by the observations at the observatories at Toronto, Hobarton, &c., which first brought to light the fact that the disturbances occurred simultaneously, not only within a small region in Europe, but also at stations widely removed from each other on the earth's surface. It was found, however, that the disturbing influence would frequently affect different elements at two distant stations, or the same element to a different extent or in an opposite direction.

It was further made known that the disturbances, though in the ordinary sense irregular, are subject in their frequency and aggregate amount to definite periodic laws, manifesting a pre-

ference, so to speak, for certain hours of the day and night, and for certain months in the year.

The existence and general character of this periodicity was exhibited by the approximate methods employed in the earlier volumes of the colonial observations, but it was by the more accurate system first developed by General Sabine, in the 3rd volume of the Toronto Observations, and since applied by him to the observations of other stations, that the periodic laws were rendered definite and precise.

In the method referred to, the disturbed values of an element under discussion, are confined to those which differ from the normal value of that element proper to the hour by an amount equal or exceeding a certain definite limit, such normal being the average of the values of the element for that hour, during a month or some other suitable group of consecutive days, excluding all the disturbed values and including all others; the magnitude of the disturbance being measured by the difference between the actual and the normal value of the element.

The disturbance limit for an element, determined on with reference to the amplitude of its regular periodic variations, is generally different at different stations; but for the sake of inter-comparison must be constant at the same station.

Of the facts revealed by discussing the disturbances at several stations, the following are among the most prominent:—

(1) The frequency and amount of disturbance of the declination, inclination, and force, have a diurnal and an annual period.

(2) The disturbances of the elements without regard to sign, the disturbances in which the needle is deflected to the east, and those in which it is deflected to the west of its normal position, as well as the disturbances which increase, and those which decrease the force and inclination, have all distinct and often different periodic laws.

(3) The periodic variations at different stations, though possessing the same general characters, exhibit in their epochs of maximum and minimum, very great diversities.

(4) In addition to the diurnal and annual periods, the yearly aggregates of disturbance for each element and at every station are subject to a periodic increase and diminution, occupying a cycle of about ten years, which corresponds both in its length and in the epochs of maximum and minimum, with a periodic variation in the number of groups of spots on the surface of the sun. The disturbances discussed, and the results announced by General Sabine, in the 3rd volume of the Toronto Observa-

tions, relate to the hourly observations from 1st July, 1843, to 30th June, 1948. It is my purpose in the present communication to give analogous results for the years 1856 to 1862, inclusive, partly to show that the diurnal and annual variations of the disturbances are substantially the same in the latter series as in the earlier series, but chiefly for the purpose of furnishing materials for discovering the precise character of the so-called decennial period.

In the investigations on which the accompanying tables are based, those disturbances only are included which equal or exceed the limits employed by General Sabine; namely, for the declination, 5'.0; horizontal force, .0012; vertical force, .00026; total force, .0004; inclination, 1'.0.

On comparing the series 1856-62, with that of 1844-48, the general correspondence in the ratio is very apparent, the chief characteristic difference in the later series being, that the distinctive features of different parts of the day, as shown in the earlier series, are somewhat softened down; the ratios that are above unity being for the most part less, and those that are less than unity, being greater in the later than the earlier series. In one case only, namely, of the disturbances that increase the horizontal force at 8 a.m., do the ratios lie on opposite sides of unity in the two series; but on referring to table viii., page 14, vol. iii. of *Toronto Observations*, we find that the ratios at 9 a.m. and 10 a.m. are 0.94 and 1.46, so that the discrepancy amounts simply to a transfer of the passage through unity from about 9 a.m. to 8 a.m.

Other points of difference in the two series are the following:

(1) In five instances the September maximum is transferred to October.

(2) In nearly every case the April maximum occurs in March, and in the general disturbances of declination, and in those of westerly disturbance the ratio is less than unity.

(3) In every case there is an abrupt decrease in the November disturbances with a subsequent increase in December.

The generality of these points of difference, as far as they extend, will be better seen by comparing the means of the ratios, for the declination, horizontal force and vertical force, as given in the following table:

	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.
1844-1848 from 24 observations daily	0.57	0.84	1.04	1.47	1.00	0.46	0.75	0.99	1.64	1.36	0.84	0.65
1856-1862 from 8 observations daily	0.70	0.83	1.10	1.03	0.84	0.74	1.05	1.20	1.00	1.44	0.57	1.01

In the following table is shown the comparative prevalence of easterly and westerly disturbances of declination in the different months. The ratios indicating the preponderance of easterly and westerly disturbances reach a maximum in June, a minimum in December, a second maximum in March, with a second minimum in April:

	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.
1844 to 1848 from 24 observations daily	1.29	1.27	1.40	1.04	1.29	3.52	1.47	1.36	1.79	1.21	0.77	0.74
1856 to 1862 from 8 observations daily	0.63	0.85	1.25	1.29	1.84	3.45	1.87	1.53	1.26	0.54	1.15	0.70

The relative amount of easterly and westerly disturbances of declination, and of the disturbances which increase and decrease the total force and inclination, are indicated by the following ratios, whereby it will be noticed, that while the preponderance of easterly over westerly disturbances has increased the preponderance in the disturbances which decrease the force, and in those which increase the inclination, has become much less in the later series:

	Declination East to West.	Hor'l Force Decreasing to Increasing.	Ver'l Force Decreasing to Increasing.	Total Force Decreasing to Increasing.	Inclination Increasing to Decreasing.
1844 to 1848 from 24 observations daily	1.28	6.4	1.4	1.9	5.6
1844 to 1862 from 8 observations daily	0.9	5.4	1.5	1.9	
1856 to 1862 from 8 observations daily	1.88	3.5	1.1	1.4	3.5

[Note.—Want of space compels us to omit the remainder of this valuable paper, but it will be found entire in the *Canadian Journal* for March, 1863.—Ed. J. of E.]

2. METEOROLOGICAL STATIONS AT THE SENIOR COUNTY GRAMMAR SCHOOLS OF UPPER CANADA.

Under the authority of the Consolidated Grammar School Act, a special grant of \$400 per annum is made to each Senior County Grammar School, with participation in the distribution of the General School Fund; provision is also made for the establishment of a Meteorological Station at each of these Senior Schools, and it is declared to be the duty of the master to make the prescribed Meteorological Returns every month to the Educational Department. Out of the 31 Counties in which Senior County Grammar Schools have been established, only 19 have contributed the necessary sum of half-price to purchase the necessary instruments, and but few of these (as will be seen from the following table) make the returns required by law. Steps, it is hoped, will shortly be taken to enforce the law, or restrict the grant to those Stations only from which returns are received.

[The following tables and corresponding returns were sent down to the Committee of the House of Assembly on Emigration, at its request.]

Name of Meteorological Station.	No of Months the Station has been established, to December, 1862, inclusive.	No. of monthly abstracts received at the Education Office, to Decr., 1862, inclusive.	Character of abstracts received.		
			Well prepared.	Indifferently prepared.	Badly prepared.
1. Niagara...	60	18	11	2	..
2. Hamilton ..	60	48	45	3	..
3. Belleville ..	60	45	43	2	..
4. Barrie	60	20	20	..	..
5. Chatham	60	15	..	11	4
6. Port Sarnia ..	60	26	26	..	..
7. Milton	59	3	..	..	3
8. Cornwall	59	48	42	..	..
9. Guelph	52	1	1	..	..
10. Whitby	52	48	47	1	..
11. Perth	51	10	10	..	..
12. Picton	51	27	27	..	..
13. Brantford ..	42	25	23	2	..
14. Stratford ..	29	29	29	..	..
15. L'Orignal	16	..	..	..	..
16. Ottawa	16	10	14	..	..
17. Woodstock ..	14	..	..	..	..
18. Cayuga	10	4	4	..	..
19. Peterboro' ..	2	..	..	..	..

TABLE SHEWING THE NUMBER OF MONTHS THAT METEOROLOGICAL ABSTRACTS HAVE BEEN RECEIVED FROM THE DIFFERENT STATIONS, FOR THE YEAR 1862.

Name of Meteorological Station.	When established.	Character of Abstracts received.		
		Well prepared.	Indifferently prepared.	Badly prepared.
1. †Niagara.....	1858	3	..	..
2. Hamilton	1858	12	..	..
3. †Belleville	1858	7	..	..
4. †Barrie	1858	..	..	..
5. †Chatham	1858	..	..	..
6. †Port Sarnia	1858	..	..	..
7. †Milton	1858	..	..	..
8. †Cornwall	1858	11	..	..
9. †Guelph	1858	..	..	..
10. †Whitby	1858	12	..	..
11. †Perth	1858	..	..	..
12. †Picton	1858	5	..	..
13. †Brantford	1859	4	..	..
14. †Stratford	1860	12	..	..
15. †L'Orignal	1861	9	..	..
16. †Ottawa	1861	6	..	..
17. †Woodstock	1862	..	..	..
18. †Cayuga	1862	4	..	..
19. †Peterborough	1863	..	..	..

† The returns required by law have only been received in part, or not at all, from these Stations during the year 1862.

ABSTRACT OF METEOROLOGICAL OBSERVATIONS MADE AT SOME OF THE SENIOR COUNTY GRAMMAR SCHOOL STATIONS IN UPPER CANADA, DURING THE YEARS 1859, 1860, 1861, AND 1862.

(Compiled at the Educational Department, Toronto.)

NOTE.—As the prescribed monthly Meteorological Reports have not been regularly received from the different Stations (see Tables A and B), we are not able to insert a complete abstract for the entire year; we have, however, selected four monthly reports of each year, the calculations in which are actually correct.

1859.	BAROMETER.			TEMPERATURE OF AIR.					WARMEST DAY.	COLDEST DAY.		HUMIDITY.	RAIN.	SNOW.	1859.
MONTH.	Highest.	Lowest.	Greatest Daily Range.	Highest Temperature.	Lowest Temperature.	Greatest Daily Range.	Least Daily Range.	Date.	Mean Temperature.	Date.	Mean Temperature.	Mean.	No. of Days.	No. of Days.	GENERAL REMARKS.
1. BARRIE.—Rev. W. F. CHECKLEY, B.A., Observer.															
January	29.531	28.414	.458	46.6	-37.0	40.0	1.4	20	40.6	8	-1.0	66	..	9	
June	29.478	28.822	.471	91.1	28.0	42.6	14.1	28	76.4	4	36.6	44	10	..	
August	29.330	28.976	.120	91.6	44.0	37.9	5.4	10	77.9	29	52.8	54	5	..	
October	29.449	28.698	.462	78.3	19.8	28.0	4.6	4	65.9	26	28.8	86	7	2	
2. BELLEVILLE.—A. BURDON, Esq., Observer.															
January	30.293	28.924	.669	46.3	-30.0	36.7	5.0	20	40.1	10	19.1	86	2	7	
April	29.966	28.980	.531	63.6	20.7	27.3	7.5	30	58.7	9	29.6	69	7	..	Aurora on the 29th of April.
June	29.912	29.288	.452	83.5	35.8	33.9	8.8	27	76.4	4	40.5	76	6	..	
October	29.936	29.064	.596	76.5	17.4	26.4	7.0	4	62.8	26	27.0	78	5	..	
3. CHATHAM.—G. JAMIESON, Esq., Observer.															
January	29.919	28.807	.519	47.5	-16.0	33.0	3.0	20	41.8	10	0.8	79	3	1	
February ...	29.655	28.927	.502	56.2	-1.5	38.6	6.9	19	40.7	7	12.6	80	4	4	
July	29.806	29.062	.301	95.0	40.2	37.5	12.6	18	80.2	5	61.3	72	4	..	
October	29.702	29.049	.404	76.5	21.6	37.9	4.3	13	59.5	27	29.4	75	4	4	
4. CORNWALL.—Rev. H. W. DAVIES, M.A., Observer.															
January	30.523	29.005	.529	49.0	-7.1	38.7	4.1	21	36.6	12	-6.9	71	N.E.	2	
March	30.398	28.491	.596	57.7	-3.8	28.4	3.8	29	45.2	1	7.7	78	6	2	
June	29.987	28.906	.731	78.2	34.2	33.3	7.1	2	70.0	4	42.9	80	5	..	
October	30.103	29.223	.453	77.2	17.7	42.6	6.3	13	63.7	20	20.8	76	3	3	
5. HAMILTON.—A. MACALLUM, Esq., Observer.															
January	30.452	28.888	.667	47.4	-29.7	41.4	4.6	20	45.0	10	-14.4	78	4	2	
April	29.987	28.785	.540	59.5	24.6	27.6	7.6	12	53.7	5	31.9	75	3	4	Two Auroras seen in April.
June	29.946	29.246	.488	80.5	37.5	33.0	10.5	15	70.5	4	39.6	76	9	..	
October	29.930	29.329	.372	76.7	24.1	40.3	11.3	4	68.7	26	27.0	70	8	2	
6. PERTH.—R. T. LIVINGSTONE, Esq., Observer.															
September...	29.820	28.694	.727	74.2	27.8	35.2	7.0	12	63.2	14	42.7	N.E.	15	1	
October	29.779	28.830	.730	73.8	14.6	38.2	10.1	5	62.5	26	23.4	75	7	..	First Snow on the 14th of Sept., at 7 a.m.
November ...	29.946	28.744	1.062	63.8	13.4	27.8	8.1	5	51.8	29	18.9	84	N.E.	N.E.	
December ...	30.189	28.924	.825	54.6	-30.2	39.1	6.1	1	41.0	26	19.6	82	N.E.	13	
7. SARNIA.—W. B. EVANS, Esq., M.A., Observer.															
January	29.920	28.715	.605	46.4	-23.6	33.8	3.6	14	39.9	10	-1.0	91	2	4	On April 19th, a white luminous streak was visible in the heavens for about an hour. It was first seen at 8 p.m., extending from E. hor. to Z.; afterwards to W. hor., forming an arch.
April	29.739	28.586	.576	66.1	24.7	33.9	3.8	11	55.9	4	30.9	91	2	..	
October	29.648	28.969	.450	N.E.	25.5	N.E.	N.E.	5	55.6	28	28.1	92	2	..	
December ...	29.932	28.831	.624	53.9	8.6	35.9	4.1	13	46.6	9	9.7	95	1	7	
8. WHITBY.—WILLIAM McCABE, Esq., Observer.															
January	30.327	29.438	.432	48.8	-22.6	43.2	1.8	21	35.6	11	6.4	72	1	4	
March	30.225	28.413	.364	59.6	16.9	31.8	8.8	28	50.1	1	16.7	78	10	1	
July	30.132	29.291	.408	94.6	53.9	40.8	15.8	12	82.1	26	56.6	76	4	..	
October	30.047	29.132	.703	70.6	21.3	..	..	6	60.1	26	27.7	76	4	..	
NOTE.—No returns were received from four stations during 1859, viz.: Niagara, Milton, Guelph, and Picton.															
1860.	1. BARRIE.—Rev. W. F. CHECKLEY, B.A., Observer.														1860.
February ...	29.486	28.826	.709	51.6	-30.1	44.6	7.1	22	44.4	10	1.7	62	5	6	
March	29.436	28.571	.368	60.6	-0.3	41.1	13.8	3	42.3	12	13.6	74	2	..	
May	29.357	28.517	.301	89.1	19.8	46.6	10.4	30	65.9	2	42.6	77	7	..	
2. BELLEVILLE.—A. BURDON, Esq., Observer.															
January	30.123	29.222	.662	43.7	-14.4	40.1	8.5	24	38.9	2	-3.8	85	3	8	
February ...	30.101	29.068	.734	48.1	-12.5	38.0	8.6	22	43.9	17	-2.6	86	4	6	
April	30.210	29.025	.957	67.0	14.4	35.8	8.1	30	58.1	2	22.1	69	6	1	
June	29.825	28.993	.369	79.7	49.9	27.2	4.6	28	70.6	9	55.6	76	11	..	

1860.		BAROMETER.			TEMPERATURE OF AIR.						WARMEST DAY.		COLDEST DAY.		Humidity.	Rain.	Snow.	1860.	
Month.	Highest.	Lowest.	Greatest Daily Range.	Highest Temperature.	Lowest Temperature.	Greatest Daily Range.	Least Daily Range.	Date.	Mean Temperature.	Date.	Mean Temperature.	GENERAL REMARKS.							
3. BRANTFORD.—D. C. SULLIVAN, Esq., AND OTHERS, Observers.																			
June	29.471	28.600	.322	87.5	39.1	38.8	12.1	28	74.7	9	53.6	71	6	..					
July	29.545	28.847	.256	95.0	43.3	38.6	13.1	19	75.8	23	60.1	70	11	..					
August	29.599	28.978	.270	91.0	44.3	41.3	8.6	6	77.6	27	54.8	75	8	..					
October	29.582	28.700	.562	68.0	31.1	27.4	7.6	31	60.1	12	38.7	84	9	..					
4. CORNWALL.—REV. H. W. DAVIES, M.A., Observer.																			
January	30.275	29.072	.585	49.5	-9.9	39.0	4.4	21	38.3	13	-5.5	86	2	5	April 20. First boat passed thro' the canal. — Oct. 17. At 5.45 a.m., an earthquake was felt it lasted about 4 minutes. A lighter shock was felt on the 24th at 7 a.m.				
April	29.912	29.191	.512	53.5	11.5	24.1	10.3	12	45.0	2	17.4	84	3	1					
June	29.958	29.071	.427	83.2	54.9	30.1	8.6	14	71.8	19	45.1	81	10	..					
October	30.113	29.028	.579	64.0	29.2	22.8	6.5	31	59.8	15	37.2	83	18	1					
5. HAMILTON.—A. MACALLUM, Esq., Observer.																			
January	30.004	29.150	.476	46.8	-0.3	39.2	5.9	24	44.1	31	7.3	67	5	9	July 1. A comet was seen in the N.W. at 9 p.m. About 20 min. past nine, a meteor of great brilliancy passed from S.W. to E.				
April	30.199	28.944	.966	78.7	23.7	N.R.	N.R.	30	60.2	14	30.7	66	12	3					
July	29.861	29.018	.582	89.7	42.8	33.2	11.2	16	79.3	10	61.9	70	11	..					
October	29.894	28.961	.680	69.6	28.6	35.2	3.2	5	62.9	12	40.2	85	13	..					
6. PERTH.—R. T. LIVINGSTONE, Esq., Observer.																			
January	29.981	28.955	.825	45.4	-30.8	44.4	11.0	24	38.5	2	-17.6	80	5	17					
February	29.949	28.801	.792	48.7	-25.7	40.9	10.1	22	43.2	1	-12.5	80	5	10					
March	29.762	28.679	.830	64.8	8.3	35.9	5.0	19	49.5	22	15.4	76	4	7					
April	29.959	28.835	1.008	68.8	9.7	41.6	11.5	30	59.8	2	16.6	63	6	3					
7. PICTON.—STUART FOSTER, Esq., Observer.																			
April	30.241	29.031	.952	74.4	16.0	36.1	9.0	30	57.1	2	22.0	65	13	4	April 12. At 5 p.m., a narrow belt of light, extending from N.W. to S.E., and a small auroral arch, were observed. — Oct. 26. Eclipses of the sun, visible from 7 a.m. till 6 p.m. At 6 p.m., an earthquake was felt, accompanied by noise resembling thunder.				
July	29.819	29.170	.895	85.4	50.4	29.7	10.2	19	73.1	5	58.2	78	13	..					
November	29.997	28.923	.791	68.7	17.4	23.5	6.7	1	64.3	24	23.2	84	19	9					
October	29.979	29.076	.582	69.4	27.1	26.5	6.9	31	64.0	6	38.5	85	17	..					
8. SARNIA.—W. B. EVANS, Esq., M.A., Observer.																			
January	29.927	28.885	.554	48.8	-12.0	N.R.	N.R.	24	44.5	1	4.9	98	2	2					
February	29.759	28.741	.721	61.6	-9.2	41.8	6.7	22	50.3	1	4.2	95	1	5					
June	29.606	28.651	.955	87.2	39.8	36.7	7.4	28	74.0	5	51.1	90	3	..					
October	29.651	28.820	.458	76.7	31.8	32.8	6.1	18	64.8	27	45.1	92	5	..					
9. STRATFORD.—C. J. MCGREGOR, Esq., M.A., Observer.																			
September	29.169	28.413	.403	76.3	25.5	35.2	9.9	5	67.9	29	36.2	81	11	..	Aurora seen on the 6th, 10th, and 17th of Sept.—An Aurora was seen on 14th of October: time of flight, 2 sec.—Aurora seen on the 10th and 15th of November.				
October	29.049	28.192	.559	63.8	26.2	25.3	3.6	31	56.9	12	35.6	85	15	..					
November	28.967	27.970	.525	65.4	5.8	26.5	3.7	2	56.9	24	12.0	84	7	13					
December	29.249	27.975	.640	36.3	-14.4	-9.8	3.5	20	34.5	14	-2.4	89	2	14					
10. WHITBY.—W. MCCABE, Esq., Observer.																			
January	30.185	29.278	.549	48.7	-3.6	36.6	4.8	24	40.9	31	4.4	77	2	3					
April	30.274	29.042	.761	72.7	20.7	30.7	4.7	30	54.7	2	26.8	68	5	..					
July	29.922	29.178	.435	86.3	53.0	29.3	5.8	19	77.4	27	60.3	80	8	..					
October	30.015	29.140	.258	68.7	32.5	30.3	5.8	30	58.3	13	37.1	87	2	..					
NOTE.—No returns were received from four stations during the year, 1860, viz.: Niagara, Chatham, Milton, and Guelph.																			
1861.		1. BARRIE.—REV. W. F. CHECKLEY, B.A., Observer—for a portion of the year only.															1861.		
June	29.267	28.672	.388	88.1	34.0	43.1	6.6	11	73.5	15	52.9	79	5	..	Comet visible N.W. in June.				
2. BELLEVILLE.—A. BURDON, Esq., Observer.																			
January	30.320	29.114	.707	36.5	-26.2	52.3	5.9	29	31.5	12	-11.4	92	N.R.	N.R.					
April	30.004	29.100	.465	69.9	21.7	36.1	6.4	22	60.9	1	29.6	71	4	1	Comet visible N.W. in June.—October a very rainy month.				
June	29.672	28.672	.388	88.1	34.0	43.1	6.6	11	73.5	13	52.9	70	5	..					
October	29.944	28.997	.640	67.9	24.9	26.3	5.2	2	59.7	24	32.9	84	14	..					
3. BRANTFORD.—D. C. SULLIVAN, Esq., AND OTHERS, Observers.																			
January	29.873	28.624	.741	41.5	-21.7	23.3	6.3	7	34.6	12	-1.2	87	1	..					
April	29.599	28.678	.444	74.3	27.1	34.1	6.7	22	63.0	1	32.1	70	9	..	Comet visible in N. horizon 22nd June.				
June	29.427	28.843	.374	90.6	36.6	39.9	11.0	11	76.0	5	50.0	66	8	..					
September	29.547	28.742	.649	79.3	39.1	29.0	7.7	19	69.4	28	46.3	82	9	..					

1861.	BAROMETER.			TEMPERATURE OF AIR.					WARMEST DAY.		COLDEST DAY.		Humi- dity	RAIN.	SNOW.	1861.
MONTH.	Highest.	Lowest	Greatest Daily Range.	Highest ° Temper- ature.	Lowest ° Temper- ature	Greatest ° Daily Range.	Least ° Daily Range.	Date.	Mean ° Temper- ature.	Date.	Mean ° Temper- ature	Mean.	No of Days.	No. of Days.	GENERAL REMARKS.	
4. CORNWALL.—Rev. H. W. DAVIES, M.A., Observer.																
January	30.275	29.072	.585	49.5	-9.9	39.0	4.4	21	38.8	13	-5.5	86	2	5	First boat passed through canal 20th April.—An earthquake, which lasted about 4 minutes, was felt at 5.45 a.m. 9th Oct.	
April	29.912	29.191	.512	53.5	11.5	24.1	10.3	12	45.0	2	17.4	84	3	1		
June	29.958	29.071	.901	83.2	54.9	30.1	8.6	14	71.8	19	45.1	81	10	..		
October	30.113	29.028	.579	64.0	29.2	22.8	1.5	31	59.8	15	37.2	83	18	1		

5. HAMILTON.—A. MACALLUM, Esq., Observer.

January	30.231	28.946	.663	44.0	-21.2	35.7	5.4	16	34.3	12	-2.9	81	5	14	
April	30.013	28.916	.391	77.8	20.8	35.8	9.2	22	66.3	18	31.7	71	9	2	
June	29.738	29.141	.463	91.8	38.6	36.8	9.8	11	79.9	5	45.0	58	8	..	
October	29.942	29.144	.648	72.4	29.8	30.0	7.6	3	66.5	25	44.7	70	11	..	

6. NIAGARA.—The Rev. H. PHILLIPS, M.A., Observer.

March	30.199	29.239	.727	58.7	3.4	39.5	8.0	29	47.5	7	10.6	84	7	8	First vessel seen on Lake Ontario on 18th March.—Violent snow storm 1st May.—Last vessel seen passing Niagara on 18th December.
May	30.051	28.707	.684	75.7	31.6	34.5	7.7	24	66.9	1	35.3	82	11	1	
October	30.106	29.112	.657	71.4	30.3	27.0	6.1	5	68.4	24	36.9	90	9	1	
December ...	30.281	29.276	.984	64.5	9.5	38.4	6.0	10	60.3	3	17.1	86	6	6	

7. OTTAWA.—G. KENNEDY, Esq., M.A., Observer.

September...	30.177	29.021	.766	79.2	37.6	30.1	6.1	3	68.8	29	42.7	79	7	..	A meteor at 8.30 p.m. on Sept 7.—First sleighing 23rd Nov.—Last trip of mail steamer on River Ottawa, 30th November.
October	30.159	29.076	.641	67.8	24.7	25.1	5.3	2	59.3	24	32.6	80	11	..	
November ...	30.035	29.045	.763	51.2	24.2	17.6	5.6	6	43.4	15	29.3	80	5	7	
December ...	30.216	29.216	.910	56.0	-5.9	36.4	6.0	8	44.6	28	4.7	80	6	8	

8. PERTH.—R. T. LIVINGSTONE, Esq., Observer.

October	29.107	28.095	.595	67.8	24.0	28.4	5.5	5	61.9	28	35.9	88	14	1	
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9. PICTON.—STUART FOSTER, Esq., Observer.

January	30.381	29.128	.743	39.2	-17.4	48.4	7.0	19	31.3	12	-9.0	85	2	20	First steamer came into the harbour on 17th April.
April	30.121	29.160	.242	78.5	24.8	39.5	7.6	22	57.7	1	30.1	71	8	4	
June	29.830	29.207	.389	86.5	47.3	39.7	7.2	11	78.5	4	56.1	76	10	..	
October	30.101	29.057	.569	70.2	29.0	23.0	7.5	2	62.3	24	34.2	89	13	..	

10. STRATFORD.—C. J. MCGREGOR, Esq., M.A., Observer.

February ...	29.098	28.083	.951	50.1	-17.1	35.0	4.9	28	42.9	8	6.2	55	6	13	Wild pigeons seen 13th April.—Currant, rose, and lilac bushes in leaf, 29th April.—Brilliant comet seen at 9.30 p.m. on 30th June.
April	29.139	28.174	.498	72.4	23.7	30.9	4.2	22	65.0	1	30.2	70	10	3	
June	28.926	28.442	.453	83.9	37.4	34.9	5.6	11	71.7	5	51.5	76	11	..	
November ...	29.068	28.182	.627	50.6	19.0	22.8	4.2	5	42.8	25	24.8	82	11	..	

11. WHITBY.—W. McCABE, Esq., Observer.

January	30.284	29.069	.758	45.8	1.8	27.6	1.8	16	32.7	12	4.5	72	1	5	
April	30.110	29.168	.476	71.3	21.6	40.3	3.3	22	57.3	1	32.2	79	3	..	
June	29.839	29.212	.483	94.3	31.0	48.3	12.2	10	78.4	4	54.6	81	5	..	
October	30.081	29.115	.597	70.8	5.8	39.7	5.8	2	62.2	24	34.6	81	4	..	

NOTE.—No returns were received from six stations during 1861, viz.: Chatham, Port Sarnia, Milton, Guelph, L'Orignal, and Woodstock.

1862.

1. BELLEVILLE.—A. BURDON, Esq., Observer.

1862

February ...	29.935	28.909	1.036	39.0	-5.0	28.9	7.4	18	35.2	25	5.1	93	0	7	
March	29.805	28.872	.933	41.4	7.1	26.6	6.9	10	36.1	1	19.5	92	3	4	
April	30.002	29.040	.962	66.5	18.9	29.9	6.6	17	59.6	7	27.1	80	7	0	
May	29.780	29.299	.521	75.6	34.3	35.6	5.4	17	67.9	20	45.2	67	5	0	

2. BRANTFORD.—JAMES J. WADSWORTH, Esq., Observer.

January	29.837	28.801	1.036	44.7	-11.9	29.0	3.6	10	37.4	14	4.8	80	0	7	
February	29.677	28.628	1.049	44.4	-10.4	28.8	9.9	6	37.8	15	6.8	84	1	4	
March	29.414	28.489	.925	44.6	4.8	27.8	6.0	10	40.1	6	18.8	87	6	1	
April	29.684	28.908	.776	75.0	21.0	35.7	7.7	16	60.8	7	26.0	76	4	0	

3. CAYUGA.—WILLIAM SINCLAIR, Esq., B.A., Observer.

March	29.988	28.738	1.250	54.8	-4.4	39.6	8.0	10	38.7	5	21.1	81	8	5	Rain storm at 9 p.m. on the 14th. The rain froze as it fell, encrusting the trees, and doing much damage.
April	29.758	28.684	1.124	78.7	20.2	38.5	6.2	16	65.3	8	29.5	68	6	0	
May	29.567	29.002	.555	83.7	31.3	45.6	12.7	16	66.7	19	41.3	56	5	0	
June	29.771	28.916	.855	86.7	35.0	41.7	13.7	28	74.2	19	50.4	67	9	0	

* A great storm of wind and rain occurred on the 22nd, at 3 p.m. It did not visit Cayuga; but at Belmaral, a few miles west, it overturned buildings, rooted up trees, &c., and destroyed the bridge crossing the Grand River at York.

1862.	BAROMETER.			TEMPERATURE OF AIR.					WARMEST DAY.		COLDEST DAY.		Humidity.	RAIN.	SNOW.	1862.
MONTH.	Highest.	Lowest.	Greatest Daily Range.	Highest Temperature.	Lowest Temperature.	Greatest Daily Range.	Least Daily Range.	Date.	Mean Temperature.	Date.	Mean Temperature.	Mean.	No. of Days.	No. of Days.	GENERAL REMARKS.	
4. CORNWALL.—THE REV. H. W. DAVIES, M.A., Observer.																
February....	30.284	29.020	1.264	44.5	-7.7	36.8	11.5	12	30.2	25	2.9	78	1	12	* Swallows seen on the 9th. Canal opened on the 17th.	
April*.....	30.226	29.423	.803	66.0	14.2	38.3	11.3	23	49.1	8	25.3	80	1	1		
August.....	29.971	29.253	.718	90.5	37.7	44.8	13.6	11	76.5	29	58.0	74	9	0		
November†..	30.597	29.116	1.481	62.0	11.5	35.5	9.3	1	48.7	7	24.0	78	3	6		
† At 9 p.m. on the 15th, the barometer stood at 30.597, the highest noted since observations were begun at this Station in 1858.																
5. HAMILTON.—A. MACALLUM, Esq., Observer.																
January.....	30.456	29.078	1.378	48.6	n. r.	n. r.	n. r.	10	37.2	3	9.9	76	7	11		
April.....	30.007	29.026	1.081	75.0	19.7	39.9	7.9	16	62.48	7	28.73	68	8	3		
June.....	30.014	29.102	.912	90.8	30.1	41.7	4.4	27	80.8	19	53.1	67	7	—		
October.....	29.938	29.127	.811	83.0	34.2	23.0	4.2	8	76.7	25	40.5	8	14	8		
6. L'ORIGNAL*—A. McNAUGHTON, Esq., Observer.																
January.....	30.203	29.221	.982	38.5	-19.8	48.1	16.4	9	31.0	14	-1.89	79	n. r.	n. r.	* Thermographs from this Station are incomplete, with the exception of June.	
April.....	30.045	29.118	.927	69.9	3.2	45.3	16.1	17	50.9	8	23.4	69	n. r.	n. r.		
June.....	29.975	29.131	.844	92.4	43.0	38.5	12.1	28	77.7	19	56.2	60	6	—		
October.....	29.881	29.003	.878	80.7	22.8	43.7	6.4	8	71.8	27	32.3	80	16	n. r.		
7. NIAGARA.—THE REV. H. PHILLIPS, M.A., Observer.																
January.....	30.354	29.090	1.264	48.4	5.6	34.3	6.5	10	38.9	4	12.1	88	4	13	* During this month, several birds of the order <i>Trogonidae</i> were seen. On 20th, a hawk was seen. 27th, first vessel on the lake.	
February.....	30.167	29.045	1.122	41.9	1.3	27.7	6.2	18	34.6	44	13.6	84	5	15		
March*.....	29.920	28.948	.981	45.4	13.5	28.2	3.7	10	40.6	1	21.7	84	7	12		
8. OTTAWA.—THOMAS TUBMAN, Esq., Observer.																
February.....	30.171	29.108	1.063	37.6	-11.8	32.9	5.0	18	28.4	15	4.3	74	0	10	* Steamboats commenced their trips between Ottawa and Montreal on the latter part of this month.—Tributaries of the river Ottawa very high, overflowing railway tracks, carrying off bridges, &c.	
March.....	30.003	29.050	.953	54.3	9.1	34.0	7.0	23	37.3	1	14.3	73	4	12		
April*.....	30.190	29.115	1.075	71.2	16.3	38.0	9.9	17	58.6	5	26.4	64	9	1		
June.....	30.127	29.145	.982	89.8	40.8	33.5	11.8	28	76.4	15	51.1	56	8	—		
9. PICTON.—F. F. McNAB, Esq., B.A., Observer.																
January.....	30.242	29.204	1.038	46.1	0.6	35.6	6.5	9	37.7	13	5.5	87	—	15	Mar. 23.—A very bright meteor, moving from south to north, a little east of the Zenith, was seen at 9.30 p.m.	
February.....	30.054	28.948	1.106	41.7	-5.0	30.8	8.4	18	36.0	25	5.9	86	1	18		
March.....	29.920	28.993	.927	45.0	5.8	29.5	5.0	10	38.3	1	17.5	82	7	11		
May.....	29.923	29.144	.779	37.5	34.0	44.6	9.1	17	68.8	24	45.5	74	4	—		
10. STRATFORD.—O. J. MACGREGOR, Esq., M.A., Observer.																
January.....	29.259	28.109	1.150	40.1	-17.7	29.3	3.4	9	32.8	14	1.4	87	4	16	Wild pigeons seen on the 12th of April, and frogs heard on the 16th.	
April.....	29.175	28.130	1.045	69.2	15.8	30.3	4.4	16	62.7	7	26.1	70	7	2		
June.....	29.155	28.295	.860	79.6	33.1	41.6	3.8	28	70.0	19	50.7	71	8	—		
October.....	29.123	28.227	.896	74.6	23.7	26.5	5.5	8	69.9	25	32.0	84	15	3		
11. WHITEBY.—WILLIAM McCABE, Esq., Observer.																
January.....	30.072	28.951	1.121	41.6	-4.4	n. r.	n. r.	1	40.6	4	4.4	74	n. r.	n. r.		
April.....	29.870	28.950	.920	71.8	18.4	38.2	9.0	16	63.8	7	26.4	87	n. r.	n. r.		
June.....	29.725	28.918	1.207	90.8	33.0	40.8	21.8	10	66.9	7	54.6	95	n. r.	n. r.		
October.....	29.570	28.365	1.205	75.6	32.6	47.4	27.8	15	65.1	27	39.6	89	n. r.	n. r.		

NOTE.—No returns were received from eight Stations during the year 1862, viz., Barrie, Chatham, Guelph, Milton, Perth, Peterborough, Port Sarnia, and Woodstock.

4. ATMOSPHERIC PHENOMENON IN TORONTO.

From dusk last evening until after midnight, the heavens presented a beautiful appearance. A belt of light nebulous matter—very much resembling the aurora borealis—stretched along the entire arc of the heavens, from horizon to horizon, in an east and west direction, and passing through the zenith. It may have been a streak of northern light; but it differed from the aurora in this, that it was quite stationary—resembling the tail of a comet rather than the dancing, changeable movement of the aurora. A correspondent writes as follows: Although my observation of it was limited I remarked in those few moments that it arose in the S.E. by E. and stretched across the sky, passing a few degrees south of the zenith, to an opposite point in the horizon, about N.W. by W., and, like the northern lights, was not visible within a few degrees of the horizon at either end of the arc. But the most extraordinary

circumstance was its constant motion from its S.E. extremity to where it terminated in the N.W. flowing in a constant stream, and during the short time I examined it, appeared to be divided into two belts, that were occasionally blended together in places, and ever changing their shapes—small streams constantly breaking off and fringing its edge. Now the lowest approach that the aurora ever makes to the earth is computed at 50 miles, or five miles above the limit of the atmosphere, as deduced from crysalline reverberations. But this extraordinary luminous belt would not have appeared to be at a greater height than a summer cloud, for the aurora, as generally seen, is an indefinite nebulous light; while the unassisted eye could readily resolve this shining band into its compound particles, and it had more the appearance of a luminous vapour than of an electrical light. Now, although my readings in this branch of science have been limited, and it is

possible descriptions of similar phenomena may have escaped my notice, yet I am of opinion that the magnificent spectacle presented by the heavens last night will form a new record in the annals of meteorology. Doubtless it was carefully watched at our Observatory. * * * Can it be that it was one of Nature's most wonderful means of restoring an equilibrium of electricity between the poles?—*Leader*, 10th April.

5. STRIKING PHENOMENON AT GODERICH.

On Tuesday afternoon last, from four o'clock until sundown, many of our citizens had the gratification of witnessing a singularly beautiful atmospheric phenomenon. At the time mentioned, there was a long thin streak of dark cloud stretching along near the horizon, over the lake, when by some peculiar refraction of the sun's rays, the whole line of the American coast opposite Goderich, about sixty miles distant, was rendered distinctly visible, part of it being to the naked eye. From Port Huron Lighthouse to Point-au-Barque, the Michigan shore was in sight as an immense panoramic view. Lakeport, Burchville, Lexington, Barabanty, Port Sinclair, Forestville, and Buaretsville, with two large topsail schooners standing in for Point au-Barque, were quite distinct with the aid of a telescope; as were also the clearings and steam saw-mills. Beautiful our noble lake is at all times, but such an exhibition as we have attempted briefly to describe enhances its magnificence tenfold.—*Huron Signal*, 17th April.

6. METEOROLOGY IN LOWER CANADA.

Dr. Smallwood says that the comparative mildness of the month of January, 1863, is not altogether unprecedented in Lower Canada. Numerous observations, extending over a number of years, and recorded by numerous observers, have established the mean temperature of the month of January for Montreal at $14^{\circ} 80^{\circ}$ F.

The mean temperature for the past month was $21^{\circ} 49^{\circ}$. The thermometer from which this mean was deduced was placed in a somewhat enclosed situation at an altitude of about 50 feet above the mean sea-level, and 4 feet from the ground, the bulb being well protected from the radiation produced from the surface of the snow as well as from other objects, showing an increase of temperature of $6^{\circ} 69^{\circ}$ degrees above the established mean, which has been deduced, as above stated, from a series of years.

The thermometer during the past month only read below zero on two days. The lowest temperature attained was $-11^{\circ} 0$ (below zero), and the highest reading $43^{\circ} 2$ degrees, showing a range of climatic difference of $54^{\circ} 2$ degrees.

The general range of the Barometer was somewhat high, and on the 10th indicated (after the usual correction for temperature) an altitude of 30 795 inches, the crest reached its maximum at 2 30 p. m. on that day.

In referring to some old meteorological records it is shown that the month of January, 1825, was very similar in temperature to the past month, for the winter of that year was very mild, and but little snow fell up to the 15th day. It was not until the 20th that the ice on the river in front of the city was formed, and on the 24th *traineaux* crossed to Longueuil, but it was not until the 5th of February that a crossing could be effected to St. Helen's Island.

On the 12th of March the channel at the current was formed, and extended on the 16th from Laprairie to Pointe aux Trembles, and on the 26th day (of March) an outward bound vessel left the Port for Montreal.

The year 1843 was remarkable for a mild winter; up to the 20th of January ploughing was done in many places, and some maple sugar was also made.

The years 1836—1745—1808—were also remarkable for mild winters.

7. HOW TO USE A BAROMETER.

The following are a few words of advice by a correspondent of *Chamber's Journal* in regard to taking care of the barometer. He says it is an invaluable fact, and too often overlooked, that the state of the air does not show the present, but coming weather, and that the longer the interval between the barometric signs of change and the change itself, the longer and more strongly will the altered weather prevail; so, the more violent an impending storm, the longer warning does it give of its approach. Indications of approaching change of weather are shown less by the height of the barometer than by its rising or falling. Thus, the barometer begins to rise considerably before the conclusion of a gale, and foretells an improvement in the weather, though the mercury may still stand low. Nevertheless, a steady height of more than thirty inches is mostly indicative of fine weather and moderate winds. Either

steadiness or gradual rising of the mercury indicates settled weather, and continued steadiness with dryness foretells very fine weather, lasting sometime. A rapid rise of the barometer indicates unsettled weather; a gradual fall of one-hundredth of an inch per hour indicates a gradual change in the weather, and moderate rising of the wind; several successive falls, to the amount of one-tenth of an inch, indicates a storm eventually, but not a sudden one; and a gale if the fall continues. These storms are not dangerous, as they can be long foretold; but a sudden fall of one-tenth of an inch betokens the quick approach of a dangerous tempest. Alternate rising and sinking (oscillation) indicates unsettled and threatening weather. When the barometer sinks considerably, much wind and rain will follow—from the northward, if the thermometer is low for the season; from the southward, if high. For observing barometric changes, the barometer should be placed at the eye level, out of the reach of sunshine and of artificial heat, as of fire, and out of gusts of wind. It should be set regularly twice a day by a competent person. A card should be accessible close by, and on it should be registered the indication at each setting.

8. NATURAL BAROMETERS.

All things, animate and inanimate, are more or less manifestly affected by the weather, and the recognition of the degree and mode in which they are affected constitutes the collateral field for systematic research to which we have referred. A host of facts indicative of the influence of the weather upon different objects, and foreshadowing changes in its character, are familiar to popular observation, and their systematization would alone constitute a work of no mean, and not a little curious interest. An old scar, a rheumatic joint, or corns, are oft as sensitive to approaching change of weather as a barometer. "Aches and corns," says Lord Bacon, "do engrave (afflict) either towards rain or frost; the one makes the humors to abound more, and the other makes them sharper." Hitherto corns have commonly been looked upon as ills to be ashamed of rather than otherwise. But are they not susceptible of a certain degree of dignity? We should commend to the afflicted the consideration, whether a serious study of the varying sensitiveness of their evil in connexion with the barometer and thermometer, would not be as promising a question in physiology as many seemingly of more recondite character. When the husbandman sees the down of a colt's-foot, daudle-lion, or thistles, floating away in the absence of winds, he looks for rain; and the denizen of coasts knows that wet and broken weather is not far off, however promising the sky may be, when the long strips of seaweed lying high and dry on the beach, or hung behind the door, lengthen and become as flexible as wet leather. The landsman anxiously scans the sky and seeks shelter when he sees the heifers prick their tails, or his cattle leave their feeding and "back against the hedge." When ducks and drakes shake and flutter their wings as they rise, when young horses rub their backs against the ground, when sheep bleat and play or skip wantonly, when swine are seen to carry bottles of hay or straw to any place and hide them, when oxen lick themselves against the hair, when the laups of candles sparkle, when soot falls down the chimney more than common, and when frogs croak, the prudent farmer expects rain; and the squire dons his overcoat and tucks his umbrella under his arm when he hears the crows unusually obstreperous, or feels the marble statue of his hall damp, or sees his family monument in the church covered with a clammy dew. The innkeeper shakes his head and predicts when his sign creaks louder than ordinary; and the stable-man and kitchen-maid know that wet is at hand, when the odor of the common sewer strikes disagreeably their nostrils. The tourist on the Welsh coast will be rejoicing in the glories of a cloudless day and the wondrous beauty of the ocean as it stretches away to the horizon, or breaks into surf upon the neighbouring cliffs; while the beachman who is listening to the ceaseless roar of the rushing water, will hear in it the first warning of a coming storm, and pray for the ships at sea.—*Social Science Review*.

9. NATURAL WEATHER INDICATOR.

Mr. L. S. Ullman, lately a resident in the State of Tennessee, has brought with him to Canada a very singular Natural Weather Indicator, which cannot be better described than by making an extract from an article on the subject, in the *Nashville Journal of Medicine and Surgery* for November, 1858.* The editor says:

"We requested Mr. Ullman to send specimens of his plant to several American savans, with a request that they should test its powers, and in the meantime to write out the circumstances which led him to its discovery, and every thing connected with it. Both of these requests Mr. Ullman has complied with, and we desire to

* Mr. Ullman is now a resident of Toronto, and can supply these Natural Weather Indicators for one dollar each. For list of Meteorological Instruments at the Educational Depository, Toronto, see page 64.

lay his description before our readers, to be followed by the opinions of the learned gentlemen who have examined this wonderful plant:—

"Seated in front of a bazaar early one morning, an Arab from the desert accosted me, presenting at the time with his compliments, a bunch of beautiful flowers. After making some purchases he departed, and I, examining my rare exotics, was struck with the curious appearance of one singularly convoluted and twisted little plant, yet without more thought, being called away, I dropped it upon the water stand. Upon returning, I was surprised to find that this little plant, singularly twisted up when placed upon the wet table, had now become elongated, and almost perfectly straight. Picking it up, I took it to the door to examine it, and upon the sun's rays falling upon it, it speedily returned to its formal spiral shape, and became almost immediately as twisted and curled as when first it drew my attention."

Mr. Ullman having gone in quest of the singular plant, says:

"Viewed from a distance on the plains, the place of its growth, presents a rugged, bold, dreary outline—like an ancient castle—a ridge of hills rising above the sandy plain, and presenting to the eye no vegetation save this rare plant, with here and there clusters of a species of fern, which rising abruptly now and then above the general height of this ridge of hills, adds to the dreary aspect of the place, and were it not that the eye is relieved by the beautiful orange-yellow, pinkish flowers of the 'talisman,' one can conceive of no place more lonesome and dreary."

"Here we pitched our tent, and upon the following day, having filled a sack with this wonderful natural weather prophet, we started out upon our return, and in due time arrived at Damascus, in Tyria, with our treasure."

"*Botanical Description.*—The relative abundance and the vigorous growth of this shrubby plant was greatly influenced by the character of the rocks with which their deeply penetrating roots came in contact. It grows to the height of three and a half to four and a half feet in attaining its maturity. My guide, in Arabic language, called this plant *chahajin*, *chahan* (Diviner, sooth-sayer; *Harious* or *Prognosticator*."

"This plant has thick, tuberous, long roots, from twelve to sixteen inches in length, with tangled fibres, starting in every direction into the scanty soil upon which it grows. From each root spring from one to three hundred stalks or stems, each stem having from ten to fifteen flowers, and every flower produces only one weather-prophet or talisman, which grows in a twisted natural form, just as it is presented now. The stalk is one inch in diameter in the perfect plant, and is generally succulent, with a very thick epidermis. I learned from an Arab, that at certain seasons of the year it casts off its hygro-metrical portion with a crackling noise, which can be heard at a considerable distance."

"The seeds of this botanical curiosity are the size of a small grain of rye, of a green colour, and generally containing two in each capsule. Placed in water, they change into a light brownish tint, and upon being split in their centre, they present a light tongue-like protuberance. The desert produces a curious spotted insect, about the size of a May-fly, (*cockchafer*), that delight to feed upon the seed, and hundreds of the plants are desiccated annually by them."

"The young plants bloom within six months of their springing; and casting their fruit, flowers still continue to grow until they reach their maturity, which requires some years. Corresponding with the uniformity of the climate throughout the year, is the vegetation of the *chahajin chahan*. It has no winter dress, but is an evergreen, and of slow growth."

"The whole plant indicates the approach of rain by drooping, and the flowers fall at its coming, as the leaves in autumn are blown by the winds. The *chahajin* bloom of the *chahan* is beautifully variegated, the white, bluish, greenish, golden-yellow and crimson flowers, eminently conspicuous in the sun's rays, the colours profusely intermingled. Under the bright meridian sun, the blue were most abundant, and these being intermingled with the dark and bright green of the hairy leaves, gave a combination of colours peculiarly rich and attractive. This confusion of colours is the effect of the sun's rays upon the petals, and is reversed in the after part of the day, so that conclusions formed by a traveller as to the botanical character of the districts through which he passed, might, if he depended upon a cursory observation, lead him wide off the truth."

Professor Riddell, of New Orleans, says, in a letter to Mr. Ullman concerning this plant:—"It is wonderfully delicate, and, I believe, reliable." Dr. Owen, late Professor of Geology and Chemistry in the University of Nashville, says:—"After carefully adjusting six of the seed vessels of your plant in their boxes, and making the Indices agree with each other at a given point ('change' of the adil), on a day of average moisture in the atmosphere, I found them during many months peculiarly sensitive to all hygro-

metrical changes, and acquired confidence in their indications because they agreed. I furthermore compared them for the same period with a hair hygrometer, and part of the time with Mason's hygrometer (the wet and dry bulbs), and found the plants gave the same indications as those instruments." Professor J. Lawrence Smith says:—"I have your beautiful little instrument, and have been regarding it with interest. It makes a remarkably sensitive hygrometer, and is more convenient for this purpose than any artificial arrangement I know of." Professor Henry, of the Smithsonian Institute, says:—"It appears to be peculiarly sensitive, and gives a greater range of motion than either the animated oat or ordinary cat-gut." Professor Draper, of the New York University Medical College, says:—"I have had the hygrometer hung up in my laboratory since it arrived, and found it to move in the manner you expressed."

As for ourself, we have been closely watching one of Mr. Ullman's instruments for more than a year, and are convinced that it is in every way altogether superior to any contrivances for hygro-metrical observations known. Daniell, in his meteorological essays, says:—"The expansion of thin cross-sections of box and other hard wood—the elongation of the human hair, or a slice of whale-bone, and the untwisting of the wild-oat, of cat-gut, of a cord of linen thread, and a species of grass brought from India—have at different times been used with various success. But the instruments so formed are either extremely dull in their motions, or if they acquire greater sensibility from the attenuation of their substance, they are likewise rendered the more subject to accidental injury and derangement; and all of them appear to lose in time, insensibly, their tone and proper action." Lieutenant Maury thinks the India grass mentioned by Mr. Daniell is the plant of Mr. Ullman. (Letter to Mr. Ullman.) This is a very great mistake. It is no more like the India grass than it is like a section of box-wood, human hair, or whale-bone. Nor do we, after a number of experiments, believe that it is subject to the objections urged by Daniell against these organic hygrometers. The one in our study is as sensitive now as it was more than a year ago. The moisture of an infant's breath will instantly put the index in motion. Mr. Ullman has one that he has watched for eighteen years, and it is as sensitive now as those mounted on yesterday."

There is no apparent reason why such an instrument should not last a thousand years. It is the most simple of all imaginable contrivances capable of securing important ends. The seed vessels of a plant, remarkably delicate, twisted so as to make two revolutions and a half, are fastened at one end to the bottom of a little circular box of wood turned out of a solid piece, and about the size of a large pill-box."

The other end projects perpendicularly from the centre of the bottom of the box, and several lines above the upper edge of the box. A beautifully lithographed dial plate, quite tasteful and ornamental, having a hole in the centre, is permanently adjusted to the top of the box—the perpendicular end of the plant projecting through the perforation in the dial plate. Upon this projected end is fixed a delicate index of bronzed paper. The slightest increase of moisture in the atmosphere induces the plant to uncoil, thus putting the index in motion."

The aqueous vapour of the atmosphere is the result of evaporation, and rising and being diffused in the air, is necessarily lighter than that medium. The specific gravity of the atmosphere, as compared to that of aqueous vapour, is as 1.000 to 0.625. As evaporation is alone the result of heat, the temperature of the air will always determine the capacity of the atmosphere for aqueous vapour. When this capacity, at any temperature, is exhausted—when the air can hold no more—if evaporation continue, the excess must appear as fog. This, when it occurs, is the dew-point, and is marked by the thermometer. The greater the temperature of the air, the greater its capacity for aqueous moisture; and when the dew-point occurs at a very high temperature, the atmosphere is almost unfit for respiration. The weather is said to be sultry. The light dews of spring, and the heavy dews of autumn, are explained by the difference in the hygro-metrical states of the atmosphere at these seasons. For hygro-metric observations, Mason's hygrometer has superseded all others. All scientific men are familiar with it. It indicates at once the temperature of the atmosphere, and its hygro-metrical condition. For the purposes of scientific men it answers admirably. But it can never become a popular instrument with farmers, mechanics, and artisans. In the first place, it is expensive. Again, it is liable to get out of repair. The silk which covers the wet bulb requires frequent renewing, and the same is true of the water-thread. Distilled water is necessary to replenish the fountain from time to time. The fountain is often broken by the freezing of the water."

With an ordinary thermometer and Mr. Ullman's beautiful little instrument, the farmer would have but little difficulty in anticipating storm, rain or sunshine. The two—a common thermometer,

and Ullman's hygrometer—would enable the farmer far better to anticipate the weather, than he could by any familiarity with the best barometer. The sudden fall of the mercury in the barometer will tell wind or rain; but no one can tell which until he ascertains the hygrometric state of the air. If it be dry, wind will come; if the atmosphere is damp, there will be rain. So the farmer noticing the mercury high in the thermometer, and turning to his hygrometer, perceives a large amount of aqueous vapor indicated, will know that rain is at hand; while on the contrary, however hot the weather, if the air is dry, he will not look for rain. Mr. Ullman's little instrument requires no care or attention. Hang it up on a nail in a verandah or hall, and we believe it would run one hundred years with the greatest accuracy.

10. ANIMAL BAROMETERS.

The remarkable forecast manifested by birds and beasts of changes in the weather is familiar to all intelligent observers of their habits. This faculty seems to rise above instinct and to attain nearly to the quality of reasoning. It is a wonderful exercise of a beneficence of that Providence which does not allow the sparrow to go uncared for in preparing these helpless and dependent creatures for the changes and vicissitudes they must encounter. The fact is always recognized, but the agency by which this intelligence is imparted by the Creator is not so readily comprehended. The experience and observation of man furnish him with only vague and uncertain means of anticipating such changes, while the signs afforded by these humble creatures enable us to form opinions almost infallible. How do they possess or exert this attribute? Immediately approaching changes from wet to dry, from hot to cold, or the reverse, may probably be indicated to the brute creation by atmospheric or electric influences upon their nervous system. This theory, however, will not account for the possession of this apparent intelligence of directly impending events, such as a storm of wind or rain, but does not explain the more surprising exercise of the faculty. Not only the beaver and other animals which we are in the habit of classing in the higher order of brute intelligence, but those of inferior instincts or sagacity, as the common muskrat and swine, indicate by their habits and arrangements the general character of the weather for an approaching season. We may judge very accurately by the indications they furnish in autumn of what will be the prevailing weather of the coming winter. The squirrel seems to enjoy a foreknowledge, upon which he graduates the extent of his labours in garnering up the supplies for his winter quarters. The habit is, I believe, exhibited by every creature in a normal condition.

The question, by what instrumentality does Providence communicate this power to the brute creation, is of much interest, and worthy, I think, of philosophical investigation. My attention has been just now attracted to this subject by an exhibition of the organ in the hog known to farmers as the milt. As long as I can remember, I have known the size and form of this organ to be regarded as an index of the character of the ensuing winter. I received the idea from my father, who derived it during the last century from the Dutch burghers of Albany, but I find it now familiar to most farmers. My father observed this sign for fifty years, and he often remarked that it had never deceived him. It is certain, I believe, that the milt varies in its form and dimensions from year to year, and that there always prevails a singular uniformity in the appearance of this organ in all swine slaughtered the same season.

Assuming these facts to be determined, do they not afford some light towards the solution of the questions I have presented? Can we not, by the data they present, detect a faint glimmering of the plan by which this special scheme of Divine wisdom and mercy is effected? If the form of the hog's milt enables man to judge of the mildness or severity of a season, months in advance, does it not impart to the animal the same perception of the future? This creates, perhaps, the instinct or faculty which often seems so marvellous. If this is true in respect to swine, the same cause may operate with similar results upon some organ in other animals and impress upon them this foreknowledge of the seasons. These organs, acting possibly upon the nervous system or brain, may stimulate faculties which enable the animal to know or feel how he shall prepare for his approaching wants, and produce those acts and habits from which man derives his auguries of the future.

These are crude speculations, but the thought and the facts deserve consideration.—*New York Observer*.

11. METEOROLOGY FOR THE FARMERS.

Some time ago, when Lieutenant Maury was in England, he was consulted on behalf of the government there on the subject of giving, for the benefit of shipping, warning by telegraph of approaching storms. His opinion as to the importance and value of the magnetic

telegraph as a meteorological implement, which has for several years been so often expressed, was reiterated and a detailed account of the plan given in a letter addressed last December to the Royal commission on Light Houses, &c., showing how, through them and the telegraph, timely warning might be given of many a storm. The plan is now in practice there: and on the 7th ult., the Admiral in charge of this new system of meteorology, telegraphed to the principal ports of the realm to look out for a storm on the 9th. And sure enough, those shores were on the 9th visited by one of the most furious destructive storms ever known.

These warnings are as important to the farmers, and indeed to all classes of citizens whose pursuits or avocations are at all affected by the weather, as they are to ships and seamen. We hope the farmers will take the matter up, and encourage this move; for by discussing it in their clubs, and before their Agricultural Societies, the plan will find such favor with the people as to ensure an order by the government for its adoption.

The following in commendation of it, is from a recent number of "The Scotsman," of Edinburgh:

CAPTAIN MAURY, OF THE WASHINGTON OBSERVATORY, ON THE PREDICTION OF STORMS ALONG OUR COASTS.

The lately appointed British Royal commission, to inquire into the whole subject of the purposes, uses, construction and management of lighthouses, has had a question before it which no previous Light-house Board, we believe, ever had, and which may fairly be taken as a sign of the progress of physical science in the age in which we live. The question stated formally is: "In the event of telegraph wires being laid down from the Board of Trade to each lighthouse, what sort of meteorological information should be transmitted for the purpose of being signaled to passing ships?"

Answers to this question have been sought by the Commission from the most eminent men of science in this country; and not satisfied with such information as our own island could supply, they have sought advice and counsel from an eminent American, who has made the dangers of nautical life a subject of careful study. This gentleman, we need hardly say, is Capt. Maury, of the United States Navy, known in reading circles as the author of the "Physical Geography of the Sea," and known and honored in every sea that is sailed over by ships, either European or American, for his admirable "Wind and Current Charts"—charts which are founded on a comparison and systematic discussion of a larger number of nautical observations than, we may safely say, were ever before collected, compared and discussed by any man, living or dead.

The subject came before Captain Maury at a time when the critical condition of his country had claims upon his attention, which might have excused him had he postponed its consideration. But no sooner did the communication of the British Royal Commission reach him, than he entered into the subject earnestly, and wrote out a copious and instructive reply, which we are unable to insert. But it may interest nautical readers to learn that he is anxious to see the plan adopted, of communicating the approach of storms by signals to ships from every lighthouse. He holds, that, though storms cannot be predicted in all cases, they may in many; and this by the establishment of a central office to which meteorological observations should be transmitted by telegraph from a wide circle of surrounding stations, and compare together. He points out that, taking a general view of the world, the coasts of Britain are peculiarly dangerous, for they seldom fail to present a lee-shore to the sailor in any and every wind that blows.

On the other hand, the geographical position of these islands is such as would enable them to give early and valuable warnings to countries eastward, of western storms. Predictions of weather founded on observations at any one point would exhibit uncertainty and confusion, but when derived from observations at many and distant points, instantaneously communicated and combined, order and sequence appear, and the progressive march of special storms can be traced. Hence a central meteorological office is in a vastly more favorable position for judging of the weather than any single ship, though steered by a scientific commander, amply provided with barometers and thermometers. To every ship, therefore, when it comes into the neighborhood of our iron-bound shores, after its solitary voyage through the watery waste, it would be one of the greatest boons conceivable if each lighthouse hung out a signal, intimating what Captain Maury well calls "the invisible dangers of the atmosphere," thereby indicating to the mariner from what quarter he may presently expect a storm to break forth, which coast will be dangerous, and which safe for him, to be found in the neighborhood of—

Had any such system been in operation when that magnificent Australian liner, the Royal Charter, with its hundreds of passengers, in sight of our shores, after this long voyage, with its precious freight from the other side of the world, the dire calamity which ensued could never have occurred. That sad wreck shocked the public mind for a moment grievously, yet it is but a drop in the great aggregate

of the nation's losses in the same manner, and from the same causes as the public notifications of more than a thousand wrecks in the year testify. Is it not a duty then to endeavor, by such means as science puts into our hands, to lessen the number of such calamities, and shall we not unite our efforts with those of the public-spirited American who gives us the aid of his abilities and his immense experience in the laudable enterprise.—*Ohio Farmer.*

II. Papers on Natural History.

1. SCHOOL BOYS AND BIRDS IN AUSTRALIA.

The Board of Education for Victoria, in their annual report to the Governor, for 1861-62, thus refers to the discouragement which they have given to the school boys' cruel habit of destroying birds: "Considerable mischief having been caused by the wilful destruction of birds and plants by children, we have issued a circular calling the attention of teachers to the subject; and in the case of our model schools, we have directed that the masters shall frequently assemble the children, for the purpose of pointing out to them the wrongfulness of such conduct; and we have further ordered, that any boy so offending shall be expelled from the school."

2. LECTURE ON THE UTILITY OF BIRDS.

Mr. A. Rimmel delivered a lecture in the Lecture Room of the Natural History Society of Montreal, on the 13th of February, 1863, on "The Utility of Birds to Agriculture, and the desirability of endeavoring to prevent their destruction on the Island of Montreal." The lecturer commenced by reading a portion of documents issued by the Minister of the Interior for France, in favor of the preservation of birds inimical to the insects destructive to the field, orchard and forests. The larvæ of the beetle were injurious to plant life, as they eat all day and night, consuming twice their own size in a day. The usefulness of the lady-bird was next touched upon in reference to its destruction of plant lice, and service in the green-house. After giving a brief account of some of the calamities produced by the ravages of caterpillars in the Old World, the lecturer declared that America had suffered from the destructiveness of insects as much as any country. The winter here was favorable to their life, the weevil and other insects taking shelter in the earth from birds which were always too few in spring for the multitudes of the former. The damage done by the caterpillar on the Island of Montreal was immense; it formed upon trees a small ring, every one of which contained 300 caterpillars. He (the speaker) had counted upon one tree 100 rings, which would give 30,000 insects. The driving away of birds had in many instances been productive of ruin to fields and orchards which were then swarmed with insects. The robin was a most useful bird in England, on account of the number of insects it destroyed. A weevil would deposit 70 to 90 eggs in a grain of corn, and one weevil would destroy a whole ear, so that 3,300 grains of corn might be saved in one day by one bird. The crow had been looked upon as an enemy of grain, but it was known that its search was for the larvæ of the wireworm and such other pests. The lecturer next spoke of the value of the fly-catcher and wood-pecker, which was an enemy to the small green caterpillar that infested the currant bushes. Last season was very destructive to the apple trees around Montreal, and he had no hesitation in saying the absence of birds was the principal cause. All the trees on the outside of his (the lecturer's) orchard had been destroyed by caterpillars, which came over in one night. The owl and Canada robin were very useful birds, and should not be exterminated. The wholesale destruction of birds on the Island of Montreal was strongly condemned, as it precluded the hope of ever getting rid of insects. Every morning guns might be heard firing, at the Mountain, and although it was said birds were not in all cases killed, yet it was worse to scare them, as the noise drove away others. The lecturer concluded an instructive lecture by suggesting that the Mountain be taken within the city limits, and that the present law against using firearms in this city be enforced. This he had no doubt, would be the best means of preventing the mischievous and wanton destruction of our feathered benefactors.

3. PROTECTION OF INSECTIVOROUS AND OTHER BIRDS, BENEFICIAL TO AGRICULTURE.

Mr. Joly has introduced the following excellent Bill into the House of Assembly. We sincerely hope it will pass—and if passed, enforced. The Hon. Mr. Portman introduced a bill of similar tendency last year. (See *Journal of Education* for August, 1862, page 119.)

Whereas, the destruction of insectivorous birds is prejudicial to agriculture, and the killing and capture of singing and other small birds is an useless and cruel practice; Therefore, Her Majesty, &c., enacts as follows:

1. It shall not be lawful to shoot, destroy, kill, wound or injure, or to attempt to shoot, destroy, kill wound or injure, any kind of bird whatsoever, save and except eagles, falcons, hawks, wild pigeons, ortolans, snow birds and king fishers,—between the first day of March and the first day of August in any year.

2. It shall not be lawful to take, capture, buy, sell, expose for sale or have in possession, any kind of bird whatsoever, save and except the kinds above excepted; or to set either wholly or in part, any net, trap, spring, snare, cage, or other machine or engine, by which any kind of bird whatsoever, save and except the kinds above excepted, might be killed or captured, between the first day of March and the first day of August in any year.

3. It shall not be lawful to take, injure, destroy, or have in possession, any nest, young, or egg of any kind of bird whatsoever, except of eagles, hawks, falcons, and kingfishers, between the said first day of March and the said first day of August in any year.

4. The violation of any provision of this Act shall subject the offender to the payment of a penalty of not less than one dollar and not more than ten dollars, to be recovered in a summary manner by summons before one Justice of the Peace, who shall award the penalty, the offender may be condemned to pay the prosecutor, with all fees and costs incurred; and in default of immediate payment thereof, the offender shall be forthwith imprisoned in the nearest common jail, for a period not less than two and not more than twenty days at the discretion of such Justice.

5. Any person may seize on view any bird unlawfully possessed, and carry the same before any Justice of the Peace to be by him confiscated; and every person is authorized to destroy all nets, traps, snares, cages, or other machines or engines, set wholly or in part, whereby any kind of bird whatsoever, save and except the kinds above excepted in the first section of this Act, might be unlawfully killed or captured.

6. No conviction shall be annulled or vacated for any defect in the form thereof or for any omission or informality in any summons or other proceedings under this Act, so long as no substantial injustice results therefrom.

7. The present Act, and all its provisions shall be so construed as not to annul or vacate any provision of the Game Acts of Canada, or any amendments thereto.

4. BIRTH OF A SALMON.

The fish lies in the shell, coiled round in the form of a bow, and the greatest strain being at the back it is the first part that is freed; and, after a few struggles, the shell is entirely thrown off with a jerk. The appearance of the fish at this stage of its being is very interesting; what is to be the future fish is a mere line, the head and eyes large, the latter very prominent. Along the belly of the fish, from the gills, is suspended a bag—of large dimensions in proportion to the size of the fish. This bag contains a yolk, which nourishes the fish for six weeks, after which it must be fed. For a few days after hatching, the two dorsal fins are apparently joined, and the two pectorals are very large in proportion to the rest of the animal. The little creature, not requiring to seek its food, moves very little, and, when it does, swims mostly on its side, owing to the large size of the bag, which gradually becomes absorbed, and in a short time the fins get separated, and the fry assumes the general aspect of a fish. In its first stage it is translucent, but in a short period it takes on the parr color, and the transverse bars can be easily seen, and the tail begins to get much forked. At the bag stage of their existence they are very easily injured; a displaced stone in the gravel in which they are lying, coming against them, destroys them; and although they are no longer the prey of insects, all kinds of fish and fowl are their enemies, and great must be their destruction in rivers where their enemies are numerous. As we have previously stated, in about six weeks the bag is absorbed, and the fish is a fingerling, or parr, from one inch and a half to two inches long.—*Experiments in Artificially rearing in the Tag.*

5. NEW SALMON RIVER IN IRELAND.

A fish-walk has been made for two miles over the ground between Lough Corrib and Lough Mask, in the county of Galway, at a cost of £650. By this means salmon are now enabled to pass up and down freely. The *Galway Express* says:—"Within the past four weeks Mr. Miller has collected and deposited no less than 770,000 salmon ova in the streams of Lough Mask; in addition to this large supply, Mr. Miller has conveyed forty adult salmon alive a distance of twenty-three miles in a large tub of water, and, by frequently

renewing the water on the way, they arrived as lively at the end of their journey as they were at the beginning. Those were the first salmon that had ever been known to inhabit the river Robe, a tributary of Lough Mask, which covers an area of ground thirty miles by ten."

III. Papers on Practical Education.

1. FAULT-FINDING AT RECITATION.

The child should be taught to manifest a due degree of independence in recitation. There are, however, two extremes here, and chiefly attributable to the practice of the teacher. We shall endeavour to guard him against both. The one is a blind adherence to books and customs, and a cowardly or indolent independence, which forbids every attempt to think for one's self: the other is an egotistic assurance, or self-conceited effrontery, that sets aside all books and definitions.

It is a disposition and a habit some teachers fall into, of finding fault with authors and every body else whose opinions do not agree with their own. They seem to think it a mark of wisdom to quarrel with definitions and rules. They build up their reputation with the bones of their demolished (?) adversaries, and often build upon their follies and weaknesses. They live by plunder. They are wisecracks. They are continually making discoveries that others have made long before them, but which their better judgment led them to see were no discoveries. They can see but one side of an argument, and that is their side, and unfortunately it is too frequently the wrong side. Such, for example, are those who must live by excitement, always straining to make the world believe that every thing has been going wrong until they happen to be born. They do not spend their time and energies so much in teaching the sciences as in finding fault with them; and hence weaken the confidence of the scholar that needs strengthening, unbend the energies that need stimulating, and unsettle and distract the purposes and knowledge that may have been half formed.

The other extreme is scarcely less detrimental to true progress, but not so dangerous. The one is absolute destruction; the other is simply a barrier. Whilst the first cuts loose from all mooring, carries no anchor, and ignores all faith save what its own dogmatism invents, the other remains bound fast to the ancient customs, and dares not believe and practise any thing that does not conform to the creed. The one is rapid radicalism; the other, rank conservatism. The one is meteoric, or gaseous; the other is fossiliferous. Both are destructive to healthy growth of mind.

The effects of either of these extremes upon the pupil can easily be imagined. They become either pedantic, self-conceited, and opinionated, or obsequious, stupid and parasitical. But there is a happy mean between the two extremes, and that the teacher should endeavour to follow. While I would not recommend a blind subservency to the old usages, and to texts and definitions as laid down by authors; yet I would say, agree with authors just as far as possible, lest your distrust and skepticism lead those who have less judgment too far from a settled belief, and lest you distract the interest and attention so necessary to progress.—JOHN OGDEN, in "*Science of Education and Art of Teaching.*"

2. VALUE OF A VISIT TO THE SCHOOLS.

Read the following excellent suggestions about schools, by the *American Agriculturist*:—"The man or woman who drops into the school-house often, and shows an interest in the pupils and in their comfort, is a public benefactor. Both teachers and scholars are encouraged to good behaviour and extra efforts. Who does not remember the stimulus to the whole school, of a visit from a parent or other person? A school visited two or three times a week—the visitors insisting that no show or change of programme be made, but that all things go on in regular course, will generally be twice as prosperous as the School never visited. No one should leave others to attend to this matter. The public school should be the pet and pride of every good citizen of the district. Visit it often as a recognized friend, not as a morose critic. If the good deeds be sought out and appreciated an occasional hint for improvement, in a kind tone, will be kindly received and acted upon by both teachers and scholars. Speaking evil or disrespectfully of the teacher in the hearing of your children, or to those who will repeat the words in their presence, inflicts a lasting injury upon them. Get the best teacher possible, and uphold him, or her, so long as employed for the children's sake. We have known a school deprived of all efficiency by a thoughtless word about the teacher dropped by a parent in the presence of his child, and repeated by the child to other scholars."

IV. Papers on the Prince of Wales.

1. THE LAUREATE'S ODE.

The following is the Ode written by Tennyson on the Royal marriage:—

Sea-kings daughter from over the sea,
Alexandra!
Saxon, and Norman, and Danes are we,
But all of us Danes in our welcome of thee,
Alexandra!
Welcome her, thunders of fort and of fleet!
Welcome her, thundering cheer of the street!
Welcome her, all things youthful and sweet!
Scatter the blossom under her feet!
Break, happy land, into earlier flowers!
Make music, O bird, in the new budded bowers!
Welcome her, welcome her, all that is ours!
Warble, O bugle, and trumpet blare!
Flags, flutter out upon the turrets and towers!
Flames, on the windy headland flare!
Utter your jubilee, steeple and spire!
Clash, ye bells in the merry March air!
Flash, ye cities, in rivers of fire!
Welcome her, welcome the land's desire,

Alexandra!
Sea-kings' daughter, as happy as fair,
Blissful bride of a blissful heir,
Bride of the heir of the kings of the sea,
O joy to the people, and joy to the throne,
Come to us, love us, and make us your own:
For Saxon, or Dane, or Norman we,
Teuton, or Celt, or whatever we be,
We are each all Dane in our welcome of thee,
Alexandra!

2. THE ROYAL MARRIAGE.

THE RECEPTION OF THE PRINCESS ALEXANDRA.

Shortly after ten on the morning of Saturday the 7th March, the Royal yacht, *Victoria and Albert*, brought her head down the river opposite the pier at Gravesend, and presently came alongside the pier. The Princess, dressed entirely in white, with the exception of a few coloured flowers in her bonnet, left the Royal cabin, and came over to the starboard side of the yacht. Here she was received with tremendous enthusiasm, which she acknowledged with an expression of pleased astonishment and wondering pleasure at her reception, bowing from side to side, and every now and then speaking earnestly to her mother, apparently directing her attention to the extraordinary scene of delight. "Occasionally," says the *Times* report,

"As the port-side spectators grew deafening in their cheers, as a gentle reminder that they were there as well as the visitors on the pier, she went to that side also, but, as may be guessed, her appearance did not stop the cheering. Nothing did, in truth, till she withdrew at intervals altogether, but not for long. Her white bonnet and delighted face were soon to be seen peeping round from some unexpected window, when in a second she was discovered, and cheered, till she came forward and bowed, and had to go to another."

Presently the signal-bells announced the arrival of the Prince of Wales in Gravesend, and the sixty young ladies who had been chosen to strew flowers before the bride elect, filed two and two from the waiting-room, and ranged themselves—clad in red and white, the colours of the Danish kings—on each side of the path down the centre of the pier. At five minutes to twelve, the Prince arrived, in a plain morning dress, and with a face radiant with happiness, traversed the pier with rapid steps. For the loyal people of Gravesend was destined the most interesting event in the day's history.

"The Princess watched his coming from the window, but, as he neared the vessel, first came to the door, and then, after a moment's hesitation, out upon the deck towards the Prince, who hurriedly advanced, and, removing his hat, gave her an earnest, hearty kiss, in the presence of all the assembled thousands, who thereupon went into such ecstasies of delight and applause as made the shores of the river ring again."

We make no attempt to describe the splendour of the scene;—the river covered with steamers and boats decked with flags, the pier and the shores alive with thousands upon thousands of spectators; "a scene of such enthusiasm, and yet of such impossible beauty from the numbers which made up the display, that we cannot expect to look upon its like again in England for many years to come." At a quarter past twelve the Princess re-appeared upon

the deck, wearing a mauve-coloured silk, with a richly embroidered violet velvet mantle, and bonnet of the same colour, and taking the Prince's arm, came ashore on the pier at a quarter past twelve, preceded by a brilliant suite, and followed by the members of her Royal family. Again a wild burst of enthusiasm welcomed her, when the Mayoress, Mrs. Sams, advanced to meet her, and presented her with the bouquet which had been subscribed for by the ladies of the town. This she received, thanking the Mayoress in good English, and shaking hands with her; and then, the sixty young ladies throwing their flowers before them, at them, and over them, she and the Prince proceeded to the end of the pier—the ladies clapping their hands, the gentlemen shouting and crying, "God bless them," and everybody apparently out of their senses with joy. There they received the addresses of the Corporation.

So much for the pier at Gravesend. The Royal progress through the streets was accompanied with equal enthusiasm. At ten minutes to one the Royal train left Gravesend, and proceeded to the Bricklayers' Arms at the rate of eight or nine miles an hour through the stations, which were thronged with visitors and guards of honour, amid Royal salutes and *feux de joie*, the route being lined with crowds, which became more and more dense as it approached the metropolis.

The station at the Bricklayers' Arms was a perfect marvel of magnificence. Wherever a garland or a human being could be put they were there. We should quite exceed our limit were we to attempt the faintest description of the display of taste and beauty which was provided at this point for the reception of the Princess. His Royal Highness the Commander-in-Chief, the Duke of Saxe Coburg, the Prince of Prussia, and his Highness the Count of Flanders, occupied a foremost place, apart from all the other personages in waiting, ready to give the first welcome to the Royal bride. At twenty minutes to two the train drove slowly up to the middle of the platform, and a thrill of excitement ran through the assembled company, every one standing up uncovered. As the Prince alighted, with the Princess leaning on his arm, "radiant with youthful smiles and innocent gratification," they were welcomed by a hearty burst of cheers and waving of hats and handkerchiefs. Bowing low and repeatedly in response to this greeting, the youthful pair passed to the refreshment-room. Here luncheon was served and addresses from the Lord-Lieutenant, High Sheriff, &c., of Surrey, presented without being read. The gracious and sweet manners of the Princess on this, as on every other occasion, and the frank, manly pride of the Prince, won all hearts.

At two o'clock his Royal Highness the Commander-in-chief led the way to the Royal carriages, and the procession set out, the Lord-Lieutenant of Surrey, the Members for the County and Borough, the High Bailiff, the Lord Mayor and Sheriff, with their retinue, leading the way through banks of spectators; flags, garlands, arches, banners, streamers, floral devices, and the most deafening acclamations, and ringing of church bells, till it reached the foot of London Bridge. For several days previous the bridge had been almost impassable, so thronged was it with visitors to see the preparations the City had made for the entrance of the bride-elect. The parapets were ornamented with statues of the Kings of Denmark from the earliest period, affixed to Danish standards thirty feet high, surmounted by gilt figures of ravens and elephants, the Danish national emblems. Between these were tripods of burning incense. At each end of the bridge were pedestals bearing statues of Fame, surrounded by Danish warriors bearing the "Danebrog," or national flag. At the entrance to King William-street a triumphal arch was erected sixty feet high, supported by sixteen Corinthian columns of Saxe-Grammaticus; Holberg the poet; Thorwaldsen the sculptor; and Juel the painter—all Danes. As far as the eye could reach on either side of the bridge, the shipping and the houses were decorated with flags; and every conceivable place, even the cage on the top of the Monument, swarmed with spectators.

About half-past two o'clock the procession entered the City by London Bridge, and the City companies fell in, but not before the Royal carriages had been stopped for nearly half an hour about the centre of the bridge by the dense masses of people. This was the first symptom of bad management which was visible along the whole route to Temple Bar. It had not apparently occurred to the authorities that the instinct of the people led them to see what was to be seen, and that if a road for the procession was to be kept, it must be done by the police. With immense difficulty the cavalcade worked its way to the Exchange, accompanied by boisterous cheering, but at that point it seemed doomed to stop short. The whole space in front of the Exchange and Mansion House was so packed with human beings that long before the arrival of the procession it seemed as if fatalities would occur. The shrieks of the women were every now and then heard above the uproar, and boys were struggling for life. At one time a baby was held up in the crowd, which had all the appearance of being dead or dying. A woman, to save the life of another child, threw it into a passing carriage, and was then

swept away into the vortex of the crowd. How dense was the mass of people, and how eagerly every spot which offered a view of the proceedings was seized upon, may be imagined when we mention that the people were seated among the hoofs of the Wellington equestrian statue, and that others bestrode the horse itself before and behind the duke. Had not the crowd, and the few mounted police who were present, been pervaded by infinite good humour and perseverance, many lives must have been lost.

"In this emergency, says the *Times* reporter, "it would be unjust to leave unmentioned the signal service rendered by Lord Alfred Paget, who rode as equerry beside the Royal carriage. By an adroit mixture of firmness and good humour, and a skill in "chaffing" which charmed the multitude, he coaxed a passage where it was impossible to force it, and again and again rescued his charge from what might have proved a serious embarrassment."

In this way the procession crept along Cheapside till it came to St. Paul's church-yard. This was one of the most splendid scenes along the route. The Corporation had provided sittings for 12,000 spectators, at a cost of £9,000; sittings as handsomely fitted as the boxes of a London theatre; extending from the extreme north-east of the Churchyard to its south-west corner, at the top of Ludgate hill. This structure was covered with scarlet cloth, and was ornamented with orange blossoms and wreaths of colossal size, with medallions of the Prince and Princess, and with groups of flags, to the number of many hundreds, of every nation under the sun, but principally of English and Danish. Every house in the churchyard was alive with brilliant flags and streamers, every window with spectators, and even the coping-stones and chimney tops of the warehouses had their occupants.

"The appearance of the whole pageant, as the procession turned in from Cheapside and defiled round the Cathedral, was truly gorgeous and imposing. . . . But the scene that took place, when the personages of the day came in view, was one of the most extraordinary in the whole route of their Royal Highnesses. Every lady of the many thousands, seated round the glorious edifice that presented itself to the admiring eyes of the Princess, sprang to her feet, a myriad of handkerchiefs were waved simultaneously, the boys of St. Paul's gave "the fir," and the exuberant joy of the multitudes in the streets, in windows and on the roof tops, broke forth in deafening cheers that the roar of artillery would scarcely have drowned, and which were kept up till the Royal party had passed into Ludgate-hill. The young Princess first glanced at the wonderful dome of the stately pile before her, and then looking at the not less marvellous sight prepared for her own especial honour, her Royal Highness became visibly affected, and bowed her acknowledgements with much grace and feeling. Prince Christian (her father) stood up in the carriage, and removing his hat, saluted the people repeatedly; and the Princess Louise (her mother), to whom the Prince of Wales gave some explanations in reference to this magnificent demonstration, returned the warm greetings of the assembled ladies."

Down Ludgate-hill and up Fleet street to Temple-bar, the procession moved by inches at a time. At Chancery-lane the civic retinue turned off; and the honour of conducting the Princess from Temple-bar was delivered over to the Westminster authorities. What they failed to contribute to the procession in point of display they made up by speeding its progress, for from this point the coast was kept clear.

We cannot stop to enumerate the displays of loyalty and welcome which greeted the Princess through the Strand, Trafalgar-square, Pall Mall, St. James's street, and Piccadilly into the Park. Throughout it was a scene of flags, and banners, and cheering multitudes; the Princess winning all hearts by her modesty and beauty, and her graceful acknowledgement of her hearty reception.

In Hyde Park 17,000 Volunteers kept the road, and behind them on either side was the surging multitude. At five minutes past five the procession reached the Paddington Station, and in ten minutes afterwards the Royal train departed for Slough, where the decorations for the reception of the Princess had been entrusted to a committee of taste. The rain, however, had preceded the Royal party and compelled them to perform the rest of the journey in closed carriages. But the town was splendidly illuminated, and the streets were crowded with people who defied the elements, and cheered with all their throats and hearts. For an hour or more before dark the Queen, with the Princesses Louisa and Beatrice, was seen seated at a window immediately above the suite of rooms occupied by the Princess Alice, and did not retire till after dark. By-and-by the sound of distant guns and a volley of rockets announced the approach of the Princess, and at half-past six the procession passed under the York and Lancaster gateway to the grand entrance. In a few minutes afterwards the Princess was received into the arms of Her Majesty on the grand staircase; but little fatigued after the toil and excitement of the day, through

which she had borne herself with a grace which won the admiration of all beholders.

3. THE ROYAL MARRIAGE.

The *Times* says, From an early hour the town of Windsor was astir. At 11½ precisely seven of the Royal carriages, with an escort of Horse Guards, left the Castle and proceeded in the direction of St. George's Chapel. At 11¼ o'clock expectation was further gratified by the issuing forth of another cortege, composed of members of the Royal Family and the Queen's Household.

It is needless to add that at sight of the Princess Alexandra, enthusiasm, which had been intense, was redoubled. Her Royal Highness had not the same flush of excitement on her features which was visible on the occasion of her public entry, but she looked, if possible, more charming and winsome than on that occasion, though exhibiting faint traces of agitation in her demeanour.

Simple, lofty and cold, it is difficult to light up the nave of St. George's. But the difficulty was overcome yesterday by the hues and colours so rich and bright that from the floor halfway up the fluted pillars the effect was like that produced by a piece of gorgeous tapestry, or by a grand oriental carpeting hung on the walls. The nave served as the channel and embankment of the stream which swept from the outer hall of the Chapel with all the pageantry of the great spectacle, and returning hence, rolled back its tide once more bearing the Prince and his bride on the swelling crest of all its pomp.

It would be in vain to attempt to describe all of incident which took place before the nave became the scene of most interesting proceedings, short as the time was. On a sudden—far remote indeed—are heard from the world beyond the walls, the dulled bars of "God Save the Queen," and as they are yet sounding nearer and nearer, the purple curtain is drawn back, and there enters the nave the procession of the royal guests. Next is that of the royal family and Queen's household; third is that of the bridegroom and last of all, that of the bride.

His Royal Highness, whose mantle of the Garter concealed his uniform so far that only the gold-striped overall and spurs can be seen to give an indication that he wears his uniform below, bears himself as one who has a light heart and princely dignity.

It was 12¼ o'clock when the drums and trumpets again sounded, and the curtain, rising for the fourth time, gave admission to the procession of the bride.

Up the centre of the chapel, is a rich carpet worked at the borders with the Prince's plume and motto with his own and his fair bride's monogram embossed between. Near the altar is a raised dais approached by three broad steps, and giving an ample platform for the accommodation of the bridal party and their royal relatives on either side. It is quite covered with garter blue velvet cloth, on which is worked the heraldic Tudor rose, encircled by the motto of the Order of the Garter. On both sides, away from the space the bride and bridegroom will occupy, are crimson and golden seats with fringes and tassels of brillian for the members of the English and Dutch royal families. On the left of the altar the carved oak screen work has been removed, and is carefully piled away in the quaint old Chantry Chapel of the munificent builder of the whole structure, Sir Reginald Bray. In place of the screen are seats capable of accommodating some 30 guests of the diplomatic corps and their suites, only a few of whom can see well at all, so carefully divided and re-subdivided is every inch of space that commands any glance into the interior.

The altar was arrayed with gold communion plate in massive rows, the seats in the Knight's stalls and the spaces in front were covered with purple velvet, each seat bearing on a large card the name and rank of its occupant. Beyond these changes there was not much to note in the choir differing from its usual quiet, dim, religious aspect, as becomes the historic chapel of the eldest kingly seat of the oldest dynasty in Europe.

The distinguished visitors soon began to arrive in large numbers. All the ladies are in full court dress, with the exception that they wear no trains, and all, without exception, are dressed in velvet or satin either of blue, mauve, or violet color, the latter being the prevailing tone. All wear feathers and diamonds in their hair, and some show tiaras of brilliant large enough to form head-dresses, so completely do the glittering jewels cover the head like a legal crown.

All the gentlemen are in full official uniform, and wear the chief insignia of whatever orders they have the honor to possess, collars and badges in the fullest state. No bridal favors are worn on such an occasion of state dress, but, as a kind of *amende* for the necessary omission, where the collars of the orders of knighthood are displayed they are in every case looped at the shoulders with bows of white satin riband which answers the purpose equally well. Now that the choir is almost full, the predominance of mauve and violet

colours is more marked than ever—in fact, few other tints are shown, except when ladies who fear the cold keep their white bournouses, which all without exception have, still wrapped about their shoulders.

It is a quarter to 12, and there is a short hush of expectation—one of those periods of unaccountable silence which always fall at intervals even upon the most crowded and animated assemblies. The Usher of the Black Rod, Sir Augustus Clifford, enters, and then there is another pause, that is quickly succeeded by a loud hum of admiration in the nave, which the more stately and select gathering in the choir only notice by increased rigidity of uprightness till the cause or the murmur is made known by the appearance at the entrance of the Knights of the Garter, all robed and jeweled in their almost regal costume, and headed by the Premier himself. They make a noble and gallant show as they sweep up the choir, like a procession of monarchs with their long velvet mantles of imperial blue, looped at the shoulders with white riband, trailing after them.

After all the knights are seated, the Lord Chancellor, in his robes, and carrying the Great Seal, passes slow and stately up the choir—alone, but a perfect pageant in himself—to his seat at the head of all. It is now 11¼ o'clock, and the Archbishop of London, attending as Dean of the Chapels Royal; the Bishop of Oxford, as Chancellor of the Order of the Garter; the Bishop of Winchester, as its Prelate, the Bishop of Chester, as Clerk of the Closet, and the Dean of Windsor, as Registrar of the Order of the Garter, with the Canons and Minor Canons of the Chapel.

Then there is a slight rustle of silks and clinking of jeweled orders as nearly the whole Corps Diplomatique come in and take their places underneath the royal pew—showing literally like a cluster of gold and jewels that equals even the appearance of the Knights of the Garter.

The Queen herself appears, accompanied by his Royal Highness the Duke of Saxe-Coburg and Gotha, the brother of the late Prince. The Queen wears the simplest and plainest of widow's cap, a black silk dress with white collar and cuffs, and black gloves. The only colors which appear upon her are the star of the Order of the Garter, and its blue riband. She looks well in health, but thinner and older with the permanent traces of deep grief and care stamped on every lineament of her features.

It is 12 o'clock, and the noise of cheering can be heard outside, and then a pause, broken after a few minutes by the grand rustle and peculiar hum which the great mass of visitors in the nave make on rising.

The first of the three processions is at hand but no one moves in the choir till the glittering file is seen, headed by herald and great officers of State, coming rank in rank in stately order, filing off to the right and left as they enter the choir, till they reach the dais, which none but the most illustrious may ascend.

Dhuleep Singh, with Prince Edward of Saxe Weimar, and the Prince of Leiningen, in his uniform, as captain in the English navy, head the line of royal guests, but it is on the sister of the bride, the lovely Princess Degmar of Denmark, followed by her Royal mother leading in each hand the Princess Thyra and Prince Waldemar, that all looks are centred as with stately step they slowly pass up the centre. The Princess Christian is richly yet simply dressed, and only a feather and a few flowers are mixed with the thick clusters of her auburn hair. All as they reach the dais turn and make a deep and reverent obeisance to Her Majesty, and then pass on to the seats on the south of the altar.

Hardly are they placed in order when the cheers from without the building come loud and clear, with a sound that is almost noise amid that stately pomp and quiet, and the strains of the hand playing the National Anthem can be distinctly heard heralding the progress of the procession of the royal family. There is the usual slight delay while it is marshalled in the temporary apartment, and then the trumpets burst forth as it enters the building.

Officers of the household, pursuivants and heralds lead the way as before, halting and making a double line below the dais, while the Princess Mary of Cambridge, her magnificent train borne by Lady Edith Somerset, moves up the choir with the same stately grace. At the dais her attendant pauses, and she turns to gather her train over her arm, and, moving to the centre, makes a profound courtesy to her Majesty, then passes at once to her place on the north of the altar, in front of and just beneath those treasures of iron-work, the gates of Quintin Mataya. As she passes in the Duchess of Cambridge follows, with like state and ceremony, and then the Princess Beatrice, Princess Louise, and Princess Helena second in turn, followed by the Princes Arthur and Leopold, the latter in Highland dresses of the Royal tartan. All bow and courtesy deeply to the Queen, and the Princess Helena who wears a train, gathers hers on her arm like the rest, and seats herself near the Duchess of Cambridge. The next is the Princess Alice, wearing a noble coronet of brilliant, who pays the same deep reverence to her mother as all

the rest; then the Princess Royal, looking as young, as amiable, and as timid as when, with slow steps, she herself was led to the altar at the chapel Royal, but this time leading by the hand a fine little boy, who, all unwed by the stately pomp around, dragged on his mother's arm as he looked behind him at the pageant, and with difficulty brought his little feet to surmount the three steps of the *haut pas*. All have risen as they enter, and the Queen now rises too, and bows to her daughter with a kind and winning smile—the first that has passed across her face since she entered the chapel. Beethoven's noble march has been played as they filed in, but, as may be guessed, its strains, though beautifully rendered, are little attended to in such a scene as this.

Again the cheers come louder and more sustained than ever from the outside; again there is the same pause, broken by the trumpets and rattling kettle-drums in the nave, and this time all save the Queen herself rise and remain standing respectfully, for it is the bridegroom that approaches. Great officers precede him, but they are little heeded; all eyes are turned upon the Prince of Wales, who, in his uniform of General, but wearing over all the insignia and purple mantle of a Knight of the Garter, comes slowly up the Choir, partly accompanied, partly followed by his brother-in-law, the Prince of Prussia, and his uncle, the Duke of Saxe Coburg, similarly robed. The wedding March is played as they move up with stately ease, and the Queen rises and the three ascend and turn in line toward her bowing deeply. The Duke of Saxe Coburg and the Prince of Prussia retire to the south side of the altar, and the bridegroom, after kneeling a few seconds in prayer, rises and stands "the rose and expectancy of this fair State," in the centre of the *haut pas* alone, with his face toward the Queen.

Such an occasion is one in which few men appear to advantage; yet the Prince gains by passing through it. With the easy grace that seems natural to his actions he stood alone, the watched and observed of all observers, neither bashful nor confident, but with a manly royal bearing that became his illustrious birth and exalted station. He looked round upon the splendid scene for a moment quietly and easily, and his every movement, his look, his very bearing, seemed in their vivid likeness to his royal father to amaze and impress all—even those who, by their rank and station, might be supposed to be the most familiar with his features.

With a great clangor of trumpets, which at first are muffled in a rich indistinctness behind the curtain, the long looked for procession of the bride enters, and the Prince, giving one look to satisfy himself of the fact of the arrival, keeps his eyes fixed upon the queen, and never turns his head again till his affianced stands beside him.

The hush was now so deep and breathless that even the restless glitter of the jewels that twinkled everywhere seemed almost to break it, in another minute the young bride had entered, and stood

"In gloss of satin and glimmer of pearls,
Queen, lily and rose in one."

the fairest and almost the youngest of all her lovely train that bloomed in fair array behind her. Though not agitated, she appeared nervous, and the soft, delicate bloom of colour, which ordinarily imparts a look of joyous happiness to her expressive features, had all but disappeared, as, with head bent down, but glancing her eyes occasionally from side to side, she moved slowly up towards the altar.

On these occasions, we believe, the dress of the bride ranks in general estimation as one only second in importance to the celebration of the ceremony itself, which is to be regretted, for a lady's dress, like a lady's beauty, can only be described by its effect. It is embroidered with silk, trimmed with silver, which can just be discerned in rich designs glittering between the snowy folds. The traditional white is not, however, departed from, though over all she wears a slight bodice with open sleeves of white silk embroidered with silver, and which, falling tight, sets off her tapering waist and faultless symmetry of form to absolute perfection.

Slowly the bride reaches the *haut pas*, and as she stops to bow to the Queen, some of her fair attendants, who are apparently more nervous than herself, attempt to kneel, but, finding their mistake, rise quickly and move on as if they did not mean it. Then, and then alone, does the Prince turn, as if to receive her, but checks himself as he sees them all bowing to the Queen, and for the first and only time he seems irresolute as to what he ought to do. The long keen scrutiny seems to have disturbed his composure at last though only for a second, and while the Anthem ceases, and all retire a little apart while the bride and bridegroom are left standing in the middle of the *haut pas*, the former, of course, closely surrounded by her attendant bridesmaids.

Handel's march from 'Joseph' had been played at entering, but all music had ceased as the party stood around the altar, till its strains broke out with the solemn words of the chorale:

"This day, with joyful heart and voice
To heaven be raised a nation's prayer,
Almighty Father, deign to grant
Thy blessings to the wedded pair."

"So shall no clouds of sorrow dim
The sunshine of their early days;
But happiness in endless round
Shall still encompass all their ways."

The exquisitely soft music of this chant, at once solemn and sorrowful, was composed by the late Prince Consort. It may have been this, or the associations and lifelong memories called up by the scene beneath her, but certain it is that as the hymn commenced her Majesty drew back from the window of the pew, and, after an effort to conceal her emotion, gave way to her tears and almost sobbed, nor did she throughout the rest of the ceremony entirely recover her composure.

The bridal party saw nothing of this; the bride's face was turned from the pew, and the Queen was withdrawn too much from the front for the Prince to see her, though his looks were often turned in that direction. As the solemn chant ended the Prelates advanced to the communion rails, and the Primate, in a rich, clear voice, which was heard throughout every part of the building, choir or nave, commenced the service with the usual formula, "Dearly beloved, we are gathered here in the sight of God and in the face of this congregation to join this man and this woman in holy matrimony." There is a solemn pause after that dreadful adjuration, in which they are charged to answer if there was any impediment to their marriage, and then after a moment the Primate passed on to "Wilt thou, Albert Edward, have this woman to thy wedded wife, to live together after God's ordinance in the holy estate of matrimony? Wilt thou love her, comfort her, honour and keep her in sickness and in health; and, forsaking all other, keep ye only unto her, so long as ye both shall live?"

To this the Prince rather bowed than responded, his utterance was indistinct. To the same question, "Wilt thou, Alexandra Caroline Maria, have this man to thy wedded husband?" the reply was just audible, but nothing more, though, as usual, every ear was strained to catch it.

But to the words, "I take thee, Alexandra, to my wedded wife, to have and to hold from this day forward, for better for worse, for richer for poorer, in sickness and in health, to love and to cherish, till death do us part according to God's ordinance; and thereto I plight thee my troth," the Prince repeated clearly word for word after his Grace, though now again, when it was the turn of the young bride, she could be heard to answer almost inaudibly, and her cheeks were suffused with a crimson flush, and she seemed very nervous.

To the question, "Who giveth this woman to be married to this man?" the royal father of the bride only bowed and moved towards the Princess, who was removing her glove hurriedly. Then the Primate joined their hands, and in a clear, soft voice firmly and deliberately repeated the words:

"With this ring I thee wed, with my body I thee worship, and with all my worldly goods I thee endow; in the name of the Father, of the Son and of the Holy Ghost. Amen."

All then knelt down while the prayer commencing 'O Eternal God, Creator and Preserver of all mankind, Giver of all spiritual grace, the Author of everlasting life; send Thy blessing upon these Thy servants, this man and this woman, whom we bless in Thy name,' was solemnly repeated, and then they rose, while the Primate joined their hands and said the final words, "Those whom God hath joined together let no man put asunder."

With these words, which in law completed the marriage ceremony, the service was continued to the 67th Psalm, the solemn strains of which came like a relief to what seemed almost the overwrought feelings of all within the choir as the words went pealing softly through both nave and aisle.

Then was continued the usual prayer and exhortation, during which the guns in the Long Walk were heard booming forth, and the steeples throughout the town seemed to fill the air with sound. Muted for a moment the Queen's band began tuning their instruments, and even the organ gave one or two spirits and whistles, as if anxious to lead in the race of harmony. It was premature, however, and there was a gentle hush, which restored the former silence, when the Primate was heard concluding the exhortation. Then, raising his voice, he solemnly pronounced the benediction, during which the Queen, who had been more deeply affected, knelt and buried her face in her handkerchief. The bride and bridegroom then joined hands, and turning to the Queen gave more a nod of kindly friendship than a bow of State, which the Queen returned in kind. In another minute, the Queen, giving a similar greeting to the Princess, quitted the closet, and the whole pageant went pouring forth in a gorgeous stream or flood of colours, waving plumes and flaming jewels, out of the choir. None can tell but those who were present, how grand and solemn was the whole ceremony, or with how much of hope and true devotion the marriage of the second Prince of Wales was celebrated in St. George's Chapel, Windsor. As they left, the choir and the band went pealing the *Hallelujah* of Beethoven:

"Hallelujah to the Father,
And the Son of God;
Praise the Lord, ye everlasting choir, in holy songs of joy;
Worlds unborn shall sing His glory,
The exalted Son of God."

4. HER MAJESTY AND HER BALMORAL DEPENDENTS.

Of all the admirable traits in Her Majesty's personal character, none is more endearing than the interest she takes in her dependents, and her anxiety to promote their happiness. A very touching instance of this has just come to our notice. We do not need to say—and could not if we did—what fabulous sums would be given by the proud millionaires of England for a place in St. George's Chapel at the great ceremony on Tuesday. But the pleasure and honour for which these men must wish for in vain will be enjoyed by the humblest on the highland estate of Balmoral. Her Majesty has graciously invited the whole of her dependents there to be present at the marriage of her son, and ordered arrangements to be made for the conveyance to and from Windsor of as many persons as can possibly be spared from their duties upon the estate. They in their turn have evinced their affection for their royal mistress by many simple but pleasing expedients—such, for instance, as sending to many distant places chaplets and crowns of heather cut from the Prince's own forest at Braemar.—*Edinburgh Daily Review.*

5. THE ENGLISH BOYS OF BONN.

On the Royal Marriage day ten young English boys, at a school in Bonn, sent the following congratulatory wish to Windsor Castle, by telegraph:

"Ten loyal English boys in Bonn
Can ne'er restrain their heart's desire,
To send their future king and queen
Their wishes with their hearts therein
That best for them till they expire."

The following answer was transmitted by the same means: "The boys at 20, Webberstrasse, Bonn. The Prince and Princess of Wales thank you for your kind message and wishes, and ask for a holiday for you.—Sir Charles Phipps, Windsor Castle."

6. MARRIAGE OF THE PRINCE OF WALES.

The following is from the *New York World* of the 10th. The tone of the article is certainly all that could be expected at the present time:—"This day is marked with a white stone in the flying calendar of Time for all the dwellers in the British isles. It is a high holiday from the Land's End to John O'Groats. And in Macaulay's magnificent word-picture of England's rising when the great Armada came; from hill-top to hill-top, from city to city, from castle to cottage, the thrill of a common national impulse will run to-day, but not as then in the beacon-fires of wrath and war. The island Queen will don to-day no martial harness, but the saffron robes of hymeneal joy. She will deck herself in white favors. She will wreath her brows with the clustering blossoms of the Orange. From the towers of all her venerable ministers, from the spires of her innumerable churches will ring out to-day no tocsin of battle, but through all the land, from shire to shire, over crowded city roofs, and pleasant fields, and stately parks, 'will come a sound of marriage bells.' 'The heir of the British crown takes to himself this day a partner of his life, a consort of his future throne, and all the people with one voice unite to bless the bans. In the midst of our own great national trials we may not find much sympathy to spare for this festival of our cousins across the sea; and we have not been trained to habits of thought which can make us readily comprehend the sort of personal interest which thirty millions of people are this day manifesting in so simple an event as the marriage of two young persons in nowise distinguished by their individual qualities from ten thousand of other couples who may seize the same auspicious occasion of uniting their hearts, their fortunes, and their hands. And yet it would be ungracious in us not to recognize the heartiness, and in certain aspects the reasonableness, of a feeling which we cannot partake. The event which Great Britain so celebrates to-day is something more serious than a pleasant pageant. For weal or woe the destinies of the great English nation, and in a measure of the civilized world with which by so many and so steadily increasing ties that nation is bound up, must be gravely affected by the ceremony which this day makes the Prince of Wales the first husband of the realm. Whether the youth whom three short years ago we welcomed to our shores with a hospitality unexampled in the history of states is to begin to-day a life of domestic happiness and honor and dignity which shall make him fit to bear the tremendous responsibilities of the high station to which he is destined, or whether he is to repeat the sad story of too many of his ancestors, is a matter of no slight political importance to the world at large as well as to his own kingdom. And the cordial sympathy with which the English people greet him at the threshold of his new career imposes upon

him an obligation that can be measured only by the greatness of the opportunity which it opens to his imagination. It is a tribute to the virtue of his living mother, a spontaneous and impressive homage paid to the excellence of his dead father, and well will it be for England and for himself if he can adequately appreciate the evidence it affords of all that England expects of the son of Prince Albert and the destined successor of Victoria. A King of modern England must wear his crown wisely if he is to wear it honorably or indeed at all. The days of blind and unquestioning loyalty are passing away all the world over; and the confidence which crowns the nuptial altar for Albert Edward to-day, not only with the splendid appanages appropriate to his rank, but with the more magnificent bridal gift of a great people's exuberant good will, is the fruit of a reign adorned with virtues which would have made the humblest private station honorable. That the Prince thus nobly dowered may prove himself worthy of this, his best inheritance, is a prayer in which the sturdiest republican of us all will not to-day refuse to join with the jubilant millions of his future subjects."

7. THE PRINCESS OF WALES & THE ROYAL FAMILY.

The Paris correspondent of the *Montreal Herald* gives the following sketch of the Princess of Wales and her relations with the Royal Family of England:—"It would certainly be difficult to imagine happier auspices than those under which will take place the wedding of the young couple on whom all England is now preparing to shower the tokens of its affectionate good will and good wishes; and happily for the future of the empire 'on which the sun never sets,' the slight shadow which at one moment seemed to threaten the reputation of the youthful bridegroom, appears to have been dissipated by the general conviction that there has been 'much cry' over 'very little wool,' and that rumor had grossly exaggerated the facts of his misdemeanors, whatever they may have been. It is satisfactory to be able to say that every bit of gossip that reaches us concerning the Prince of Wales, concurs in respecting him as a most amiable kind-hearted, well intentioned youth. A want of firmness, to a certain extent, seems also to be proved in relation to His Royal Highness; the result of the remarkable gentleness and sweetness of his disposition and his distinctive reluctance to say or do anything in opposition to those who have most influence with him. The Princess Alexandra, though by all accounts, a most charming, accomplished and amiable girl, is considered to possess a very sufficient amount of firmness and will; and there seems to be reason to hope that she will be fully able to complete, in this particular, the moral 'stock in trade' of the new firm. In person, as I learn from an informant who has frequently been in her company, the Princess Alexandra is rather, but not much above middle height, with a very bright, clear complexion, fair, with good color, brown eyes, beautiful brown hair, and a very graceful figure. The expression of her countenance which is full of vivacity, betokens intelligence and kindness. In temper she seems very happily gifted, being at once gay, energetic, lively, and affectionate. That she should, though without any haughtiness, be fully aware of the greatness of the dignity upon which she is soon to enter and should appreciate, at its value, the position to which she is raised by the spontaneous preference of the Heir of the British Crown, is both extremely natural, and what few of her husband's future lieges will be disposed to blame. The instant affection with which she inspired the Queen, on her first presentation to Her Majesty, during the Royal sojourn of last summer in Germany, is not one of the least pleasing points of the approaching alliance. Those who are about the Queen say that Her Majesty's affection has never before been so suddenly and warmly called out by any one; and this diversion of the Queen's thoughts and affections into a new channel, and one in every way worthy of her love and confidence, will doubtless be attended with the happiest effects on the spirit and health of the Royal widow, filling as far as such a void can be filled, the place left empty by the loss of her husband. All the members of the Royal Family 'took to' their new friend with the same prompt liking; and the young Princess, on her side, seems to have conceived for them all the same affection with which she inspired them. On the Rhine, and at Windsor and Osborne, she seemed at once to fall into her place as one of the Queen's children, walking and driving with the Queen, and, if report speaks true, enjoying a game of romps, or a scamper through the grounds with the younger children, as heartily as they. The name which all the Royal Family adopted as her pet appellation among themselves, is 'Alex,' and she has been installed by general consent as the favorite of them all. The affection of the younger members of the Royal Family for their new sister, seems on one occasion, to have been the cause of a temporary heart-break to one of them. It appears that the Princess's birthday occurred a few days after the conclusion of her last visit to the Queen; and the little Princess Beatrice, on that day, got herself into sad trouble, by resolutely declining to learn her lessons, on the plea that it was 'Alex's birthday,

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UNIVERSITY INTELLECTUAL CHARACTERISTICS.

From the London Spectator.

Lord Bacon has told us that one of the most valuable additions to true historical literature would be supplied by a constant series of *character*.

These characters in Bacon's opinion belong to professions and institutions no less than to individuals; and in a continuous series of them, executed by competent hands, we might have valuable materials for such systems of sociology and ethnology as Mr. Mill has shadowed out with a kind of prophetic obscurity—so far as they will ever be attainable by man.

It is admitted, in a rough and general way, that there are such distinctive characteristics chiselled into the very substance of men's natures in after life by the social and intellectual training of our several universities. This is felt especially by those persons whose station requires them to pass rapid and decisive judgments upon the characters of men, and in doing so to draw largely upon certain practical generalizations assumed as axioms. The great lawyer, the statesman, the dignified ecclesiastic, has pretty generally his own view of the kind of man likely to be formed by a particular university. An eminent prelate, now deceased, is said almost to have written over the tablets of Fulham, "No Dublin man need apply." Among men a pretty general prejudice existed against Oxford up to a few years ago. At the present moment the veteran statesman of Cambridge and Edinburgh, who knows public life, is supposed to consider an Oxford man, or more likely to succeed in Parliament or

An attempt to bring together some obvious enough characteristics, moral and intellectual, of the great universities—Oxford, Cambridge, and Dublin—may not be without interest and utility. The task might not have been very difficult in the last century. Two representations have been given of university life at that period, one by Bishop Lowth, of excessive brightness; another by Dr. Vicesimus Knox, of repulsive blackness. Perhaps both were true from different points of view; but we fear that the master of Tunbridge School drew more from the life than the professor of poetry. Putting together our information from many quarters (such as "Gibbon's Autobiographies," "Gray's Letters," and "Swift's Life,") we should be inclined to say that Oxford was the most ignorant and bigoted, Cambridge the most drunken and brutal, Dublin the best instructed, yet most savage. At Oxford they drank most port-wine, at Cambridge most ale, at Dublin most spirits; at Oxford most bishop, at Cambridge most egg-flip, at Dublin most hot punch. At Oxford a vice-chancellor is said to have been unable to walk in the presence of royalty, when it honoured the university with a sudden visit, and we hear of fellows of Magdalen eating and drinking in disgusting rivalry until their stomachs touched the high table! At Cambridge dinner began at twelve o'clock, and drinking at two, with no particular time of cessation. At Dublin the fun seems to have been livelier, and the fighting more ferocious. Even then a few eminent men were always absorbing the better elements latent in the universities. At Cambridge Waterland pursued his theological studies with intensity of purpose and singleness of aim; the poet Gray is the central figure in a group of elegant scholars; Kirke White, the pure and gentle, was reading himself into his grave at a period when Oxford philosophy was represented by two questions in the first part of Aldrich, and Oxford scholarship by such an examination as Lord Eldon has reported. At Oxford, Adam Smith and Southey seem to have been unhappy; but Bishops Horne, Lowth, and Heber, Lord Eldon, and Jones, have spoken well of the place of their education. We are inclined to suppose that Dublin, during this period of darkness, must have been far in advance of her sisters. The fellows and scholars of that university always numbered a succession of eminent men in Church and State. The generous spirit of competition was never extinct, without which a university must soon become a pestilential moral swamp. The names of Berkely and Burke are the most conspicuous; but they by no means stand alone upon the roll of Trinity College.

The beginning of the present century was distinguished by a marked revival of the academic spirit, especially at Oxford. Dr. Cyril Jackson first, afterwards a number of enlightened men, arranged the class list system. In so doing, with true English tact, they brought about, "no solution of continuity." They accepted the standard of intellectual training which had been traditional in Oxford since the Reformation, and which was accepted without question by all the superior minds in the place. Logic, the Aristotelian ethics, ancient history and politics, a knowledge, rather elegant and intelligent than critical, of the Greek and Latin poets, became the actual, as it had long been the ideal, standard of Oxford teaching.

It will readily be seen that this system accounts for much in the subsequent history of Oxford. Such a course as this, narrow indeed, but admirable in its narrowness, must create a habit of free thought. A man might have mastered it with exquisite thoroughness, and yet be grossly ignorant in the modern sense of the word. Yet he must have been strong in all his ignorance, ignorant perhaps of facts, but with a mind full of thought and principles. It will be remembered that this recognised current of academical education met with another current of traditional thought—The Anglican Church spirit. The air that blows over Magdalen Tower, as Sir Walter Scott says, has never been favourable to the growth of Puritanism. The Church movement at Oxford has been attributed to we know not what underhand Jesuitism. We rather believe that Newmanism was the birthday of philosophy at Oxford.

It is not ours to tread further upon this delicate ground. It is for stronger and subtler pens, in years that are still future, to trace the records of that new Port Royal in an opposite direction to its prototype, of which Dr. Pusey was the Jansen and Saint Cryan, Manning the Arnauld, and Newman—we were nearly saying—the Pascal. By the will of a king the plowshare was passed over the old Port Royal; by the will of a people, or rather, of God, the plowshare seems destined to pass, in a different sense, over the system which our sturdy Protestantism has been taught to identify with Rome. But history, always just, if always cold, will tell, in the one case, as in the other, of lofty spirits given to God with no grudging devotion; of minds which, from severe self-inspection, learned the secret of an ethical subtlety and refinement unmatched in modern times; of ambition, which might, in some instances, have carried no common power to no common elevation; but which, in pure love of Christ, stooped to the school and penitentiary, waiting through all misrepresentation and unpopularity—frowned upon by authority, and hissed alike by the vulgar and the free, for the impartial judgment of the day which is not man's. We have been carried at once beyond our strength and beyond our intentions. We must rapidly pass from cause to effects—from general principles to particular results.

The Oxford man a few years ago was, as we all know, mediæval, romantic, sometimes Romanising. If in orders, he restored and ritualized until he brought his parish about his ears. He was so ultra-conservative that Toryism stank in his nostrils, so ultra-orthodox that Mant and D'Oyly, King George the Third and the Protestant religion, were as much hated as the heretics of whom he read in Hooper and St. Augustine, and more despised. There is a wine of the sherry family, on which, when kept in an open cask, a sort of rosy film appears, and forms into buttons of vegetation, which, after twenty-four hours, disappear, but leave behind them a delicate and peculiar flavor. Something like this has been the intellectual influence of Newmanism on many of the best Oxford minds. It has passed away, but it has left a certain fine and indescribable flavor behind it. The restorer of churches would no longer go to the stake for a surplice or a lectern. He still loves the chastened splendor and the decent solemnity of the English cathedral. The constant reader, it may be occasional writer in the *British Critic*, the *Christian Remembrancer*, and the *English Churchman* has learned that Protestantism is something more than a *caput mortuum* of negation—that it has certain imperishable elements of spiritual life. The young lawyer or senator, to whom Spain or the Roman States looked something like the ideal of a Catholic theocracy, and Scotland something like the valley of the shadow of death, has since, perhaps spoken his burning words for Italian freedom, and listened with pleasure to the eloquence of a Presbyterian divine. The *Guardian* of to-day is much like the best of the papers which, ten years ago, it would have denounced as latitudinarian. Still stranger strange! The *quondam* idolator of Laud and Charles the First has become a Liberal—almost a Radical. A good deal of this may be due to Oxford impressibility. Oxford is the very Bethel of hero-worship; Newman first, then Gladstone, has been her idol for a quarter of a century. She is slow in admiring, but when she does, her admiration soon passes into superstition.

The Oxonian of fifteen or twenty years ago looked forward, in most instances, to a curacy and pupils. If rich, he had ideals which were constantly blossoming into Gothic brick and mortar—a church,

a college, a school, a penitentiary. Heaven only knows how much talent and self-devotion has been hidden under the close waistcoat of many who have passed from a first and a fellowship to a country living. At the present day the bar, India, Australia, the diplomatic service, the House of Commons, the counting-house, even the farm and the ship are gaining more from Oxford than the Church can attract. According to Voltaire's terrible epigram, the Holy Roman empire was neither holy nor Roman, nor yet an empire. Similarly the Oxford theological school is not theological nor Oxonian, and least of all a school. It is simply non-existent. And of the two great "schools of the English Church"—(formerly and justly so called)—one has now not much more to do with the Church directly, however much indirectly, than Eton has to do with the Horse Guards.

Cambridge, so much more traditionally Liberal than Oxford, as Macaulay has taken care to point out, is now decidedly more conservative. Its traditions were not theological, though it numbered Barrow and Waterland, Taylor and Bramhall, among its sons. But Laud and the non-jurors, Butler again, Jones of Nayland, Dr. Johnson ("respectable and insupportable," as a French writer most falsely calls him), Mant, Van Milant, Howly, Routh, the mild orthodoxy and quiet learning of the better English clergy were decidedly Oxonian. Contemporary Oxford has no theologians like Goodwin, Hardwich, Trench, and several others of Cambridge. Mr. Mansel and the clever young prelate who is now Archbishop of York are rather thinkers and speculators than divines properly so called. Mr. Mansel knows more of Aristotle and Kant than of biblical criticism or patristic learning, and Archbishop Thomson's Bampton lectures do not evince much acquaintance with any English theologian but Magee, or with any "father" but St. Anselm, and that only in a single treatise.

The best characteristics of the respective universities on their strong side seem to us to be as follows. If a young man aspires to be a man of science or a mathematician, he will of course seek Dublin or Cambridge. If his talent is for minute criticism of the classics, Cambridge must once more bear the palm. If he desires to know moral science extensively, he will enter Dublin; if analytically, at Cambridge; if synthetically, at Oxford. If he would prepare for a public examination, we have little doubt that Dublin would pay best. To develop the faculties harmoniously, to give subtlety of thought and elegance of expression, to bestow at once classical form, logical acuteness, and ethical refinement, is the glory of Oxford. For a clergyman, Cambridge or even Dublin is now to be preferred. For a lawyer, all three are perhaps equally good. For a tutor, or schoolmaster, simply as a general "grinder" or "coach," Dublin is unrivalled. For a man of letters, Oxford is slightly in advance of Cambridge, and much before Dublin. For a statesman Oxford is the best school of the three.

Each university has also a weaker side. An Oxford man is not rarely "viewy," sentimental, conceited, and unpractical—at the mercy of extreme theories, like the unhappy knights-errant who have followed Newman and Comte. He may be ignorant of elementary mathematics, and incapable of understanding the Newtonian system. A Cambridge graduate is not seldom sharp, self-sufficient, and narrow. A Dublin man is pretty frequently provincial in thought as well as accent, given to what English young men call "bumptiousness," and peculiarly liable to accessions of political and religious fanaticism. The Oxford man at his worst is a prim and conceited dilettante,—at his best, a large and liberal thinker. The Cambridge man at his worst exhibits stupid contemptuousness or algebraical pedantry,—at his best he is a cyclopaedic scholar like Whewell, a highly cultivated gentleman like Herschel, a finished writer like Trench. The Dublin man at his worst is a vulgar preacher or a bigoted anti-Maynooth agitator; but the good specimens of Dublin education are of first rate excellence. Oxford and Cambridge would be proud of thinkers like Arthur Butler, of writers like Bishop Fitzgerald, of lawyers like Cairns, of orators like Whitelaw and Plunket.

II.—THE EDUCATIONAL DEPARTMENT OF THE INTERNATIONAL EXHIBITION.—REPORT OF THE JURY.

GREAT BRITAIN AND ITS DEPENDENCIES.

ENGLISH COLONIES.—The attention of the Jury has been especially attracted by the remarkable evidence afforded in the Exhibition, of the growth of several English colonies in wealth, population, and in enterprise. In so far as Class XXI concerned, the objects exhibited in the Colonial Department collections illustrating the flora of particular districts, collections of their animal and mineral products, they are interesting for their own sake, and promise of material prosperity which

been awarded to the Colonial Committee, by whom these collections have been prepared, in Jamaica, in New Brunswick, in South Australia, and in British Guiana. But it has been especially gratifying to the Jury to notice that in several remarkable instances, public instruction has progressed *pari passu* with the development of commercial resources, and that in one or two of them, the amount of zeal and care devoted to the intellectual culture of a rising colony has greatly exceeded that which is exhibited in many older countries.

A notable example of this is to be found in the Colony of VICTORIA. In the court devoted to the display of the products of that Colony, there is a large volume, every page of which is of vellum, illuminated with singular taste and skill, and presenting almost as great a variety of design as is to be found in the most elaborate miniatures of the middle ages. This volume, the production of a number of colonial artists, contains the latest statistics of the colony; and from it, and the information kindly furnished by Sir Redmond Barry, the Commissioner for Victoria, it appears that the population amounted in 1836 only to 177 persons; in 1851 it had reached 77,445, and had increased in 1861 to the number of 540,322. Primary and secondary instruction is for the most part given under the denominational and national school boards. In 1851, the total number of schools was 129, and of scholars 7,000; in 1861, the schools were found to have increased to 886, and the scholars to 51,668. The cost of sustaining these schools is defrayed partly by the Government (which contributed, in 1860, no less a sum than £110,155), and partly by school fees and voluntary contributions, which amounted to £61,402. It is believed that there are a few of the Victorian children who do not acquire some degree of scholastic instruction; and very vigorous efforts are being made by the various denominations and others to secure a system, at once just, firm, and economical, that shall furnish for every child in the community capable of securing instruction, a good intellectual, moral, and religious education. All the religious denominations have Sunday-schools; and night schools have been established for adults in various parts of the colony. There are mechanics' institutions and philosophic and literary societies to the number of nearly fifty in Melbourne and its suburbs alone. A magnificent building, photographs of which are exhibited in the Victoria court, was erected in 1856 in Melbourne, at a cost of £36,000, and opened as a public library. In 1860, it contained 22,024 volumes, classified and arranged on a plan designed to promote systematic study, and it received no less than 162,115 readers. A University has also been founded, which in the course of six years has also made considerable progress. During the last year it had thirty-six matriculated students, fifty-three attending lectures in law, and fifteen in attendance at the civil engineering and surveying classes. The scheme of academical instruction prescribed to candidates for degrees is very comprehensive, and the examinations, as far as may be gathered from the papers and documents displayed at the Exhibition, are of a very high and severe character.

In Upper and Lower Canada, education, though carried out under social conditions of exceptional difficulty, receives a large share of public attention. The Jury have had great satisfaction in distinguishing by a medal the services of the Hon. P. J. O. Charvau, to whose personal influence and energy much of the success of the methods of primary instruction in the colony is due. They have had before them copies of the *Monthly Journal of Education*, which is circulated from Montreal among the teachers and school managers, and which is filled with matter of a practical and professional kind. The colony produces many of its own school-books, among which may be mentioned *Lovell's General Geography*, a trustworthy and attractive manual, remarkable for its clear arrangement, and for the fulness of its illustrative and statistical contents.

Professor H. Miles, the Commissioner for Canada, furnishes the following interesting details respecting the state of education in that country:—

"Education in Canada is subsidised, inspected, and in a great part controlled, by the Government. A provincial superintendent of education, and a staff of clerks, &c., form an education bureau for each of the former provinces of Upper and Lower Canada. The school laws in both are the same in their more important features, but differ in details—differences being necessary to adapt them to the wants and usages of the two races which inhabit Canada. In Upper Canada, there are five Colleges with the rank and privileges of Universities. An effort is now being made to fuse them, or adopt a common curriculum and common standard of examination. Toronto University is under direct Government control, enjoys a large provincial endowment, and is not under the control of any religious body. The others are under the control of several Churches. In Lower Canada, there are three Colleges with University rank—viz.: McGill College, Montreal, under the control of no religious body; Bishop's College, Lennoxville, belonging to the

Church of England; and Laval University, Quebec, under the control of the Roman Catholic Church. The first of these had, in 1860, 213 students in the schools of art, medicine, and law; the second twenty-three in arts alone. Laval, not receiving any grant from the public exchequer, nor submitting to the control of the superintendent, furnishes no return. Next in grade in Lower Canada are ten classical colleges, or high schools, with 1,896 pupils; and fourteen industrial colleges, with 2,333 pupils. The Universities received in that year \$5,234, or a little over £1,000 *stg.*, from the provincial exchequer; the classical colleges, \$14,268, and the industrial, \$8,090. Besides these, more than 280 academies and model schools are returned, with a number of pupils in each ranging from 12 to 138, giving a very large aggregate attendance, and receiving \$41,816 in aid. In many of these latter, the education is mixed—classes being taught everything, from the elements proper to an infant school, up to the classics and mathematics necessary to matriculate at the University. In Upper Canada, the higher part of the work is more strictly apportioned to the grammar schools. For the common schools, the provinces vote annually a fixed sum to be distributed by the provincial superintendents, who annually report their proceedings to Government. The share of the grant falling to each municipality is handed over to it, subject to the condition that it will tax itself to an equal amount; and the perfect representative municipal institutions of the country make the levying of this rate upon the property a very simple matter. The same machinery is employed as that created to provide means for the making and support of roads and bridges, and other local improvements. In Lower Canada, the distribution is based on the annual census of the children between the ages of seven and fourteen years; in Upper Canada, upon the last decennial census of the total population. In Lower Canada, each school of fifteen scholars, kept open for eight months, receives its allowance. In Upper Canada, each receives in proportion to the length of time it is kept open. But the people in neither province have been content with raising just enough by local rates, or voluntary subscriptions, to meet the grant. In 1860, the sum actually distributed by superintendents among the common schools of Lower Canada was only about \$116,000; but against that the people raised by local rates \$238,364; as monthly fees, \$249,717; and as assessment for the erection and repair of school-houses, \$15,771—making a total of \$503,853, or more than four times the amount of the direct grant. The grants being nearly stationary from 1853 to 1855—in fact rather reduced by funds devoted to annual schools, &c., in the later years—these contributions steadily increased from 1853, when they only amounted to \$165,848, to \$249,136 in 1855, \$459,396 in 1858, and \$503,850 in 1860. During the same period—1853 to 1860—the number of schools increased from 2,352 to 3,264; and the pupils from 108,284 to 172,155; the population being in the latter year 1,111,566. We cannot furnish the same statistics for Upper Canada. But with a grant slightly larger than Lower Canada, based upon its larger population in 1853, that portion of Canada spent in 1859, upon its common schools, upwards of \$1,100,000, or nearly one dollar per head of the entire population.

"For the training of teachers, there have been established one normal school in Upper Canada, and three in the Lower Province. One of these three is connected with Laval University, one with McGill, and one is under the more immediate control of the superintendent himself. They were only established in 1857—that in Upper Canada having been in operation several years previously. In 1860, the Lower Canada schools had 102 male and 126 female teachers in training, and had granted diplomas for academies to four male pupils; for model schools to 134 (sixty-one male and seventy-three female); for elementary schools to 181 (fifty-six male and 125 female)—in all to 319 teachers. The teachers previously employed were very generally ignorant of the best methods of imparting instruction, in many cases ignorant of the subjects they professed to teach. Year by year a marked improvement is visible in this respect; a higher qualification for licenses to teach being more and more insisted on.

"In each province, there is a council of public instruction to advise the superintendent in certain matters, and specially to determine upon the school-books to be used in the public schools. By this means, uniformity and system are gradually being introduced into the teaching, and books published in the United States, which necessarily give prominence to the interests of that country, are gradually being superseded.

"To assist the superintendent, there are appointed salaried inspectors of schools in Lower Canada, who visit and examine the schools within their respective districts periodically, and report annually to the superintendent. In Upper Canada, there is a county superintendent in each county to perform this office.

"In Lower Canada, the immediate control of the schools is vested in commissioners for each parish, township, village, town, or city municipality having charge of all the schools in it. In Upper

Canada, there are trustees elected for each school district, or district set apart by the municipal council as entitled to a school within its limits.

"In both provinces, the authorities may make arrangements for religious teaching in the schools, but no pupils need stay to receive it whose parents object. Provision is also made, that wherever a certain number of persons dissenting from the religious views of the majority desire it, they may establish a separate or dissentient school, elect special trustees for it, and receive their share of the Government grant, and of the proceeds of local taxation."

ENGLAND AND WALES.—It is impossible to furnish, respecting the state of public instruction in Great Britain and Ireland, any figures approaching in symmetry and completeness to those which have been given for other countries. It is very much to be regretted that at the recent census of 1861, no returns as to the state of education of the people were obtained, although in 1851, statistics of great value were collected on the subject. The action of the State upon education is very partial, extending only to 10,900 schools, and the number of endowments and other agencies and influences devoted to the support of schools is not very large, but so varied as to be incapable of easy estimate or classification. Nevertheless, in 1861, sixty inspectors appointed by the Government were employed in visiting schools, and in holding examinations. They found present in the schools, 1,028,690 children, 8,069 certificated teachers, and 15,498 apprentices or pupil-teachers. Of the schools or departments, 2,281 were for boys only, 2,260 for girls only, in 4,739 boys and girls were instructed together, 1,620 were confined to infants (children under seven years of age.) Of the children, 566,333 were males, and 462,357 were females. The inspectors also visited thirty-nine separate training colleges, occupied by 2,869 students in preparation for the office of schoolmaster or schoolmistress. In December last, these students, and 2,782 other candidates, were simultaneously examined for the end of the 1st, 2nd and 3rd year of their training, or for admission, or for certificates as acting teachers. The inspectors also visited 442 schools for pauper children, containing 32,481 inmates, and 58 ragged or industrial schools, containing 4,411 inmates. The total sum expended in the year was £813,441, which was:

	£	s.	d.
For building, enlarging, repairing, and furnishing elementary schools	99,506	15	4
For building, enlarging, repairing, and furnishing normal or training colleges	6,945	0	0
For providing books, maps, and diagrams	5,767	10	7
For providing scientific apparatus	244	8	8
For augmenting salaries of certificated schoolmasters and schoolmistresses	121,627	7	8
For paying salaries of assistant teachers	8,701	0	1
For paying salaries of probationary teachers	8,009	11	8
For paying stipends of pupil-teachers, and gratuities for their special instruction	301,826	10	9
For capitation grants	77,239	15	11
For grants to night-schools	2,192	8	0
For grants for teaching drawing	2,253	5	0
For annual grants to training colleges	101,865	13	1
For grants to reformatory and industrial schools	9,311	9	3
Pensions	785	3	4
Inspection	44,143	2	10
Administration (office in London)	19,168	3	0
Poundage on post-office orders	2,875	7	3
Agency for grants of books, maps, and diagrams	999	3	4
Total	£813,441	16	0

It is to be remembered that the sum thus administered by the Committee of Council aids but does not in any case wholly maintain schools. The Government does not originate any school, nor insist on the establishment of one by local authorities, even when the fact of educational destitution is most apparent. It neither appoints teachers, nor has the power to remove them. It does not publish school-books, nor even prescribe or recommend any in preference to others. Except in the case of factory operatives, there is no law which even indirectly makes school attendance compulsory. The fundamental rule of State action in England has ever been to help, to stimulate, and to direct voluntary efforts, but not to supersede them. Hence the organisation of the great voluntary societies has been largely utilised by the Government. In 1836 its grants took the form simply of contributions to the greatest of them; and since 1846, the year in which the operation of the present Minutes of Council commenced, it is through that organisation mainly that it places itself in communication with the schools. Although the inspectors are nominated by the Crown, these societies have practically a veto on their appointment. The training colleges are also founded and directed by the voluntary efforts of societies, though inspected

and largely subsidized by the State. The manner in which the grant is distributed is shown in the following return for the year 1861:—To schools connected with the—

Church of England	£495,471	0	0
British and Foreign School Society	78,358	10	11
Wesleyan schools	37,775	5	1
Roman Catholic Schools (England and Wales)	32,786	19	9
Parochial union schools	1,174	3	4
Church of Scotland	53,398	16	0
Free Church	38,829	17	4
Episcopal Church (Scotland)	6,052	18	1
Roman Catholic schools (Scotland)	2,408	8	5

Educational Societies in England.—By far the largest and most important of the educational societies in England is the *National Society for Promoting the Education of the Poor in the Principles of the Established Church throughout England and Wales*. It was instituted in 1811, and received a Charter of Incorporation in 1817.

The number of schools in union with the Society is 11,909, with 1,119,730 scholars. Most of these schools have been aided by grants from the Society. A total of 8770 teachers have been trained in the Society's own training institutions. Since the establishment of the Society it has distributed no less a sum than £761,931, which has been expended as follows:—

For building and fitting up school rooms and teachers' houses	£372,372	9	8
Building metropolitan and diocesan training institutions	55,749	8	5
Maintaining metropolitan and Welsh training institutions, and for exhibitions	223,592	17	3
Inspection and organising of schools	9,508	8	4
Establishing and supporting metropolitan and provincial depositories of school-books and apparatus	11,038	5	9
Grants for school-rooms and apparatus	2,175	0	8
Conducting inquiries as to the state of Church of England Schools	3,001	11	8
Attendant on diffusing general information, raising and disbursing funds, &c.	84,535	12	7
The total sales in the Central Depository since its commencement amount to	219,900	0	0
The last year's sale was upwards of	26,000	0	0

The training colleges of the Society are at Battersea, St. Mark's, Chelsea, and at Whitelands. Diocesan Training Colleges, though not actually maintained or superintended by the Society, are conducted on its principles, and mainly furnish teachers for National Schools. They are situated at Highbury, Cheltenham, Chester, Durham, Exeter, Salisbury, Chichester, Culham, (Oxon), Peterborough, Norwich, Warrington, York, and Hockliff.

The *British and Foreign School Society* was founded in 1808, and took its rise from some efforts which were made by Joseph Lancaster to provide instruction for large numbers of the poor in Southwark. By the establishment of a large model or central school, and by admitting to it, in great numbers, persons who desired to become teachers of the poor, this Society recognized the importance of special preparation for the teacher's office, many years before any training colleges existed in the country. It has now nearly 2000 schools in connection with it. It sustains in the Borough Road one training or normal college for 100 young men, and one at Stockwell, near London, for 100 young women; another training college for North Wales has recently been established at Bangor, on the Society's principles. By instruction given to missionary-schoolmasters, by grants of school materials, and in other ways, it has largely contributed to the establishment and maintenance of schools in many distant parts of the world. Its principles are comprehensive, and it is not in any sense a dissenting or a denominational institution. The Holy Scriptures are daily read and taught in its schools; but no catechism is used, and polemical teaching on points respecting which the various bodies of Christians are divided, is discouraged by the Society. During the year 1861, its income amounted to £20,477, and the number of schools inspected by its own agents to 1157, while 82 grants of school materials were made to poor schools in England, in the colonies, and abroad.

The *Home and Colonial School Society* was founded in 1836. It educates, in its training institution, teachers of different religious denominations, holding the fundamental truths of the Bible. A large majority of its students are, however, members of the Church of England. The Society has been specially successful in the training of teachers for infant schools, and devotes special care to the development of the best methods of instruction in this department. There are now upwards of 200 female students constantly attending the course of instruction.

The majority of those for older children are trained under the

Government Minutes of August and December, 1846, and 20th August, 1853; and those for infant schools under the Special Minute applicable to teachers of these schools, dated April 24, 1857.

About 3000 teachers, for home, colonial, and foreign service, have already received the benefit of the institution. In the schools of the Society 700 children are collected from a very poor and neglected neighbourhood. In the model infant school the average number of children is 160. The juvenile school consists of boys and girls, and the attendance averages 140. A mixed school has been added to the establishment; it is a combination of the infant and juvenile schools, and contains 130 children of both sexes and all ages. It occupies one room, and two class rooms, and is intended as a model of such a school as may be established in a small parish where only one can be maintained. The building is new, and very complete. Another most important and essential part of the establishment is its practising schools and galleries. When the students have seen, in the model schools, the plans of teaching and government adopted by the Society, they are required themselves to carry them into practice, and for this purpose a small supplementary school or gallery is in turn committed to the charge of each of the students.

Each of these three great institutions appear as an exhibitor in Class XXIX.; and the Jury have pleasure in acknowledging the ready zeal and the cordial unanimity with which their respective authorities sought to promote the objects of the Exhibition, and to carry out the suggestions of the National Committee. The collection of the National Society (5498) is especially rich and complete. It comprises a beautiful set of illustrations, in miniature models, of the fittings and furniture suited to a National School; besides examples of the books, the tabular lessons, the models, the maps and slates, and other apparatus employed in teaching, and a great variety of wall-pictures and other devices for promoting the adornment and the cheerfulness of a school room. The British and Foreign School Society (5458) exhibits a collection of similar articles; a large and beautiful drawing of its new training college at Stockwell, recently erected at a cost of nearly £25,000, and many of the latest and most improved expedients used in the teaching of reading, arithmetic, and drawing. In the space devoted to the Home and Colonial School Society (5482), there is a model of the practising school, and of the exercise and playgrounds attached to it: besides a classified collection of objects illustrative of common manufactures, and of household implements and duties. The Jury cannot forget that the production of school materials is the smallest part of the services which these three great institutions have effected. The number of books actually published by them is comparatively small; their chief labour has been devoted to the production of that which is incapable of exhibition—to the training and discipline of the Christian teacher, and to the development of those principles and methods without which all mechanism is a very barren and useless thing. The Jury have desired to mark their estimation of these services, as well as of the articles exhibited, by the award of a medal to each Society.

Normal Training in Great Britain.—It is worthy of record here, that the curriculum of instruction for teachers, which is carried out, not only by these societies, but in the training college of the Wesleyan Education Committee, and in other institutions which are not represented in the Exhibition, is higher and more extensive than that adopted in training of the primary teacher in any Continental State. The two years' course, which is now generally insisted on, constitutes by no means the whole of the professional preparation which an elementary schoolmaster in England obtains. It usually follows a five years apprenticeship as a pupil-teacher in an elementary school, and is designed to supplement and to complete the training and the scheme of study which have been carried on in that period. The requirements prescribed by the Government for a certificated teacher include, not only an ample and accurate knowledge of the subjects usually taught in schools, but also a course of instruction in the science and the art of education, and some acquaintance with English literature, with the principles of language, with the elements of Latin, and with some branches of physical science and the higher mathematics. Recent discussions have proved that it is the desire of the educational Societies to maintain this high standard; and that, while very sensible of the importance of securing thoroughness and practicalness in the teaching of elementary subjects, they are anxious to encourage their teachers, both to acquire for themselves, and to impart, even in the humblest village school, information as abundant, and culture as extensive, as the circumstances will permit.

The only institution for the training of teachers which is not in connection with the Government, is the *Congregational Board of Education*. It is represented in the Exhibition by an interesting collection of books, educational prints, lessons, and other publications. This Board was instituted in 1843. It is constituted to promote popular education, partaking of a religious character, and

under no circumstances receiving aid from public money administered by Government.

The chief objects of the Board are—1. The training of teachers of both sexes, of decided piety, and possessing suitable qualifications as teachers of infant and juvenile day schools. 2. The establishment or aiding of schools in poor districts, by grants of money, books, or otherwise. 3. The inspection of schools. 4. The advancement of education by the Press, by public meetings, and especially by the adoption of all practicable means to deepen in the minds of parents a sense of their responsibilities, and to induce them to regard the instruction of their offspring as a work which duty and interest urge them to perform. Since its establishment, the Board has trained 457 teachers.

It is computed that, in the year 1858, there were 2,552,000 children under instruction in the day schools of England and Wales, of whom 1,692,000 were in public, and 860,000 in private schools. This gives 1 in 9.65 as the proportion of the whole population under instruction, a proportion exceeded only in Europe by that of Prussia, where it reaches the high number of 1 in 1.27. The private schools are in no way under the supervision of the State, and at present no law analogous to the Medical Registration Act forbids an unlicensed or unqualified person to open a school. Moreover, English institutions do not at present furnish any provision for the systematic training of any teachers but those of elementary schools for the children of the poor; and the professional instruction which is accessible in the normal colleges to the candidates for masterships in elementary schools, cannot be obtained by the private teacher, however desirous he may be to obtain a knowledge of method, or to secure from some public body a certificate of his fitness to teach. Nevertheless, the last ten years have witnessed two or three movements, the incidental influence of which, on the middle-class schools, has been most salutary, and has produced a visible improvement. The establishment of examinations as the only avenue to the Civil Service of the Crown; the opening of many important posts in the Indian Service to public competition, and the system of Oxford and Cambridge Examinations for youths who have completed their school life, but are not members of the Universities, have done much to stimulate the energy of the teachers, and to improve the quality of the instruction in middle-class schools. The great importance of evening schools and institutes for the instruction of young persons who have left the day schools of adults, has of late years strongly pressed itself upon public attention. The Jury regret that they had not before them, in any formal shape, the programmes and schemes for the education and examination of adults which were specified in the list drawn up by the National Committee, and circulated by the Royal Commissioners. Especially they regret that they had not before them the programme of the examinations instituted by the Society of Arts. That Society's union of institutions, for the instruction of adults was established in 1852, on a plan suggested by Mr. Harry Chester. Its educational examinations were first held in London in 1856. In 1857 they were held in London and Huddersfield. In 1858 they were held in thirty-nine, and in 1860 in sixty-three different places; and in 1861 and in 1862, in eighty-two different places, under the superintendence of local boards affiliated to the Society of Arts in England, Wales, Scotland, and Ireland. These local boards generally include the principal friends of education in the neighbourhood, the municipal and other local authorities, and influential persons, representing all the neighbouring educational institutions. The Society awards certificates of three grades, and prizes of money and books. That true friend of education, and of every other good thing, the lamented Prince Consort, President of the Society of Arts, established a prize of twenty-five guineas annually, for the candidate who should be most successful in these examinations in the current and three last preceding years, and Her Majesty the Queen has taken upon herself to continue this "Prince Consort's Prize" for the future. In 1862, 1,217 papers were worked by 815 candidates, 668 of whom received 942 certificates, and 147 failed to pass. The examinations are open to all persons, of both sexes, not under sixteen years of age. There are twenty-nine subjects of examination, and twenty-nine examiners, men of the highest distinction. Among them are our colleagues the Rev. B. M. Cowie and the Rev. Samuel Clark, and also Professors Sylvester, Hall, Bartholomew Price, Goodeve, Williamson, Dr. Lindley, Messrs. Neate, M. P., Hughes, Pearson, Mariette, Bernays, and Bradley, the Bishop of Gloucester and Bristol, the Dean of Hereford, Dr. Temple, Mr. Hullah, &c. No candidate can be examined in more than four subjects in the same year. Many young men persevere year after year, adding certificate to certificate. A certificate of the first class with the 1st prize for English literature, and a certificate of the first class for English history, were taken this year by a female candidate aged eighteen. Every candidate for examination must have undergone a previous sifting examination by a local board; and a "Central Committee of Educational

Unions" has recently been formed at the Society of Arts, to conduct similar examinations for candidates under sixteen. These last examinations were first held this year at forty-three different places; 425 candidates were examined, 227 received certificates. The examinations instituted by the Society of Arts attract annually a greater number of candidates, who are chiefly young people engaged in business or labour, and connected with mechanics' institutions, and evening classes. Their effect in promoting efforts for self-improvement among this important class has been very great. Nominations to compete for clerkships in the public service have been placed from time to time at the disposal of the Society of Arts, to encourage the candidates who have succeeded best in these examinations. To the late Mr. John Wood, to Earl Granville, and also to the Earl of Derby, and to Lord Palmerston, the thanks of the friends of education are due for this wise liberality. No young man thus nominated has failed to succeed in the competition, and the conduct of those who have been appointed has been all that could be desired.—*Educational Times*.

III. Papers on Practical Education.

1. THE LAWS OF CHILDHOOD.

[The following admirable Paper was read by Miss M. E. M. Jones, late of London, at the Convention of Educators called at Oswego, N. Y., some months since, to examine and test the system of "Object Teaching," so successfully introduced into the Public Schools of that city, through the energy of Mr. Sheldon, the Superintendent, and under the instructions of Miss Jones.* The article is the best and most instructive thing on the philosophy of Pestalozzian or natural method of teaching that we have seen]:

The merit of the Pestalozzian system is, that, recognizing the character of children, it adapts itself to this, doing invariably and systematically what all good parents and teachers do often and intuitively.

Pestalozzi recognized the nature of a child as threefold: physical, mental and moral. He demanded that this nature should be aided in developing itself, simultaneously, harmoniously and progressively. He noted the three-fold characteristics of this three-fold nature, and said: "The chief characteristics of a child's physical nature is activity; of his intellectual nature, love of knowledge; of his moral nature, sympathy. No educational system can suit him unless it works by these.

I. Activity is a law of childhood. Its abuse produces restlessness, love of mischief, etc. It were not too much to demand that the number of hours devoted by growing boys and girls to physical exercise, in some shape or other, should equal those devoted to intellectual exercises. This the teacher cannot secure. She can, however, insist (as a necessary condition of work) that her pupils shall have two recesses in the morning and one in the afternoon, each twenty minutes long; that during the time of recess they be not constrained to quietude; for children, unless asleep, cannot rest without they play, and they cannot play without making a noise; that they shall sit and stand alternately; that they shall have physical exercise between each lesson, unless singing or recess intervene, and that the remainder of the time be honestly occupied in school work. It is really a sad sight to see young children permitted neither to work nor play, but kept in their seats for two or three hours, under pretence of studying. Were schools instituted for the purpose of training little ones to the love of mischief and to idleness, they could hardly adopt better means to secure such an end. To divide a school into two sections, to take each alternately, and, while teaching one, to provide the other with something to do (the doing of which is to be tested), as copying printed columns of words, arranging patterns of forms and colors, weighing, measuring, working number exercises on slates or blackboards, drawing the school room to scale, reproducing on their own slates lessons in spelling or language—all this requires not only the necessary apparatus, but training, energy and moral influence on the part of the teacher. It is easier, to be sure, to remain in one's seat, calling up one class at a time, and hearing these read and spell in turn, while the rest are commanded to "keep studying."

Now that another method of keeping school is introduced consistently with the greater energy expended by teachers and children, the number of school hours ought to be diminished. It has been amply proved that the children of the Home and Colonial Schools, London, now attending school during five hours, make greater progress than they formerly did in six.

I shall not be surprised to find the number of hours reduced to four. Edwin Chadwick, J. Currie, and other educators, who can speak as having authority, declare that more than four hours in the

day cannot advantageously be spent in school by children less than eight years of age.

Even in the case of elder children, I should not be inclined to add to the four hours; but I would diminish, and at length dispense with the intervening physical exercises, recesses, etc. Gymnastic and drilling are good, but these can have another time set apart for them; and as soon as the scholar is able to work alone, he should be required to spend at first twenty minutes, and ultimately, perhaps, two hours in the performance of an appointed task, not merely in preparation for recitation, but in writing exercises, and in the reproduction of the oral lessons he receives from his teacher, etc.

To make these oral lessons worth recording—indeed, to insure them as being of any value at all—they must be well prepared. Much, if not all the time gained by the teacher will be devoted to this. In Germany or England, a trained teacher (and untrained teachers are not recognized) would no more think of addressing her pupils without preparation, than a lecturer his audience, or a minister his congregation.

II. *Love of knowledge* is a law of childhood. The abuse of this produces idle and impertinent curiosity. It is a simple fact that the appetite of a child for knowledge is as keen as his appetite for food. If we say we find it otherwise, it is because we give him words when he knows not what they express; signs when he knows not what they symbolize; the husk instead of the kernel; or if, indeed, the kernel is there, he cannot get at it through the shell. The maxims laid down by Pestalozzi for the training of children are as follows:

"1st. Reduce every subject to its elements. One difficulty at a time is enough for the mind of a child, and the measure of information is not what you can give, but what he can receive.

"2d. Begin with the senses. Never tell a child what he can discover for himself.

"3d. Proceed step by step. Take not the order of the subject, but the order of nature.

"4th. Go from the known to the unknown, from the idea to the word, from the signification to the symbol, from the example to the rule, from the simple to the complex."

Formerly we reversed all these rules. Our usual plan of teaching children to read and spell is a good example of their violation. Let us, on the contrary, follow these rules, and we ascend

From Form to Geometry;

" Place to Geography;

" Weight to Mechanics;

" Size to Proportion in Drawing and Architectural Designs

" Numbers to Arithmetic and Algebra;

" Colour to Chromatography;

" Plants to Botany;

" Animals to Zoology;

" Human Body to Physiology;

" Objects to Mineralogy, Chemistry, &c.;

" Actions to Arts and Manufactures;

" Language to Grammar.

With reference to this ascent, Pestalozzi noted

First—The order in which the faculties are developed with respect to one another; and,

Secondly—The order in which each develops itself with respect to its objects:

1. First, the Perceptive Faculty;

Secondly, the Conceptive Faculty;

Thirdly, the Reasoning Faculty.

2. In the exercise of the Perceptive Faculty, the perception of likenesses precedes the perception of difference, and the perception of difference perceptions of order and proportion.

In the exercise of the Conceptive Faculty, concepts of things physical precede concepts of things imaginary, and concepts of things imaginary concepts of things metaphysical.

In the exercise of the Reasoning Faculty, the power of tracing effect from the cause is based, chiefly, on the perception of order; the power of tracing analogies on the perception of likeness; the judgment on the perception of difference.

III. *Sympathy* is a law of childhood. Pestalozzi argued that young children cannot be governed by appeals to conscience, veneration, or the love of the beautiful, because in them these sentiments are not yet developed. Still less are they governed by the excitements of emulation, as commonly understood, or of fear. True, the principle of emulation exists in the child, and a wise teacher will appeal to it, not with reference to his class fellows, but to his task. The lesson, and not the school mate, is to be overcome. The latter is to be recognized, not as an antagonist, but as a fellow worker. The prize of success is not for one, but for all.

The principle of fear, too, exists in the child. It is right that he should be afraid to incur the displeasure of his teacher; but the fear of bodily pain merely is the lowest of all motives. It is hardly possible to cultivate the conscience of a child who is brought up under its influence; for, if he do right from fear alone, he will cer-

* Many of the Object Lessons and other illustrations used by Mr. Sheldon were obtained by him at the Educational Depository, Toronto.

tainly do wrong whenever he judges he has a chance of doing it undetected. This every one knows.

Concerning fear and emulation, as employed by unwise teachers; Pestalozzi wrote: "Moral diseases are not to be counteracted by moral poisons." He maintained that very young children were to be governed by *sympathy*; that the teacher can and does communicate her own spirit to the scholars. "Do and be," said he, "what you wish your children to do and be." Work *with* the will, and not against it.

Furthermore, he showed that this sympathy, as a motive to action, must be gradually superseded by the *rule of right*, so soon as the children are able to recognize the latter; for all good government tends to self government—all good education in childhood tends to self education.

May the children of our schools progress from suitable impressions to befitting habits; from good feelings to right principles; from submission to the impulse of fear to obedience to the dictates of conscience; from the love of friends to the love of God.

2. REWARDS AND PUNISHMENTS.

From "*Education, or Principles of Christian Pedagogy.*"

BY L. F. F. GAUTHIER,

Director of the Normal School, Courbevoie, near Paris; formerly Director of the Normal School, Canton Vaud, Switzerland.

The rules imposed upon the child are not arbitrary, nor dictated by caprice, but result from his nature, from his wants, and from the condition requisite to secure his happiness. If he acquires the habit of submission to orders, it must sooner or later be beneficial to him; if he throws off the bridle which God and man put upon his desires, suffering will surely follow. Thus, in the order established by Providence, there are rewards and penalties, which are the necessary consequences of our conduct.

If children were wise enough always to reflect before acting, and to foresee clearly the consequences of their actions and habits, they would avoid many faults, and spare themselves many troubles; but they are inconsiderate, careless, passionate, imprudent, and press towards whatever may procure them a momentary pleasure, forgetful of the bitterness awaiting them in the future.

To induce them to conduct themselves in a manner more conformable to the will of God, and to their own true interests, we remind them, by penalties, that sin will not go unpunished; and by rewards, that they can be truly happy only by faithfully pursuing the path of duty.

The first object of a system of rewards and punishments, then, is to teach children that their actions, good or evil, lead to inevitable consequences, either in the present life, or in that which is to come.

Rewards and punishments confirm the great moral law—"good produces good, evil produces evil." "*Every one must reap what he has sown.*" The teacher, in the solemn act by which he punishes or rewards, is therefore the representative of the Divine justice or mercy. He is the echo and the executor of the eternal laws of Providence. He repeats to his scholars the ancient words,* "If thou doest well, shalt thou not be accepted; and if thou doest not well, the penalty of sin lieth at the door."

The second object of a system of rewards and punishment is to strengthen the conscience, and to give it a measure of support in the actual experience of the child. When he is punished, fresh power is given to the voice which cries within him, "Thou hast done wrong." We only reprove him for what his conscience has already reprovved. And if there are children, the development of whose moral sense is very imperfect, and whose conscience scarcely speaks, chastisement tends to awaken in their hearts that sorrow which is termed remorse. Punishment is the means to this end. If, on the other hand, you reward a child for good conduct, you but confirm, by an eternal token, the approbation which he has already received from his conscience.

Rewards and punishments, further, are a support to the established order of schools and families, and an efficacious method of securing its maintenance. They strengthen the law, which otherwise might be despised by the bad, and repress the disturbances which might threaten the institutions and endanger their dissolution.

Finally, by this system of rewards and punishments, the child is prepared for social life, is taught to respect *law*—the expression of will superior to his own, and is reminded that he must not live for himself alone, but must submit to whatever is required by the interests of the community to which he belongs.

From these considerations several important rules follow.

I. The order established ought to be founded on the eternal laws of justice and truth, which God has made known to us by the moral sense, and by His word. It must always appear in the eyes of the

pupil invested with this Divine and lofty character, so that he may feel that in violating its rules he offends God, and exposes himself to His just judgments.

II. The system of rewards and punishments, employed by us in the education of children, ought to be a sensible and immediate application of that adopted by God in regard to mankind in general. He stimulates us to make a good use of our strength, by instructions which inform us of His will, by salutary examples, by the afflictions and disappointments to which He suffers us to be exposed, by the encouragements and successes which He grants us, by the fatal consequences of our indiscretions and errors, by the satisfaction we experience when we have given up our evil inclinations, and have fulfilled some difficult duty. It is thus that He fits us for His yoke and prepares us for the happiness He has reserved for us in the world of light and glory. We must endeavour to imitate this discipline of our heavenly Father in our management of children. The nearer we approach to this Divine type, the more blessed will be our labour.

III. Rewards and punishments will be salutary, in proportion as they appear to be natural, and, if I may so speak, *providential* consequences of the good or bad action to which they are applied. God causes happy effects to issue from the good which we do, and sufferings from the evil we commit. In the same manner, let us derive the penalty or the reward from the *fact*, as from a seed. "Punishment," says Rousseau, "should never be inflicted on children as punishment, but it should always happen as a natural consequence of their fault." So also Montesquieu: "The moral culture of children is assisted by the nature and just distribution of punishments, which are always to be drawn from the particular characteristic of each fault. Everything arbitrary is thus avoided. The suffering does not flow from the caprice of the legislator or teacher, but from the nature of the thing, and man does not do violence to man." The young student, for example, will be rewarded by books or instruments, which will facilitate his studies; the idle will be punished by being required to work during the hours of recreation or of exercise.

IV. Rewards and punishments, far from tending to weaken or deaden the action of the conscience, ought to strengthen it. Exaggerated rewards, and brutal or stupid punishments, in no way fulfil this condition. Apply yourselves, therefore, always to harmonize the measures you adopt in relation to children with the dictates of their inner sense, so that, warned by this double testimony to the tendency of their conduct, they may become seriously attentive to their moral condition, and may arrive at that conviction of sin which is the beginning of faith.

V. We would say, finally, that in the application of rewards and punishments, it is essential, in conformity with the spirit of the Gospel, to keep equally far from excessive severity and culpable indulgence, from the harshness which repels, and from the weakness which enervates. Justice and love! These must always be reconciled.

The system of rewards and punishments adopted is to be applied to all the children of the same school, or of the same household. But the effect produced will be modified by the character and moral condition of the individual. The scholar, already penetrated by the power of the Gospel, which is the law of love, will be less influenced by the network of legal restraint which surrounds him in common with his schoolmates. He will obey, because he has it at heart to do the will of God, the impress of which he recognises in the commands of his parents and masters; whilst the child—still a stranger to religious feeling—will submit rather from hope of reward, or from fear of punishment. His obedience will, doubtless, be imperfect; it will not have the amount of purity that could be wished, but it is better than rebellion, which would confirm his bad habits and compromise the very existence of the school or family. For, order once suppressed, all society tends to dissolution.

But, step by step, this child will attain to a better understanding of the nature and object of the discipline to which he is subjected; he will begin to perceive the order of God in the regulations imposed upon him by man; and his motives becoming purer as his knowledge increases, it may be hoped that he will, at length, be led into the *perfect law*, which is that of *free obedience*, or the obedience of the heart.—*English Pupil Teacher.*

3. THE SCHOOL HOUSE AN INDEX OF THE PUPIL.

It is the duty of teachers, as well as parents and school committees, to see that the circumstances under which children study are such as shall leave a happy impression upon their minds; for whatever is brought under the frequent observation of the young must have its influence upon their susceptible natures for good or evil. Shabby school-houses induce slovenly habits. Ill-constructed benches may not only distort the body, but by reflex influence, the mind as well. Conditions like these seldom fail to disgust the

learner with his school, and neutralize the best efforts of his teachers. On the other hand, neat, comfortable places for study may help to awaken the associations enchainning the mind and the heart to learning and virtuous instruction with links of gold brightening forever.

4. SCHOOL GOVERNMENT.

To the Editor of the Journal of Education.

DEAR SIR,—I trust you will find the following hints on "School Government," from a practical teacher, worthy of a place in the *Journal of Education*.

Yours, &c.,

L'Original, May 1, 1863.

T. O. STEELE, T.C.S.

SCHOOL GOVERNMENT.

What a comprehensive expression—how important in its application—the interests of time and eternity depend upon it—and yet, alas! how often improperly and imperfectly administered—It is largely and intimately connected with the destinies of our country. It moulds the intellect of the nation, and forms the character of the world. In the school room those impressions are made on the mind, which very materially influence the future man and woman, and, in many cases determine the course in which they steer their adventurous bark across the stormy billows of life.

What then is the proper method of governing a school, and what are the essential requisites in the teacher in order that he may govern efficiently. Love is the grand principle, and if this is wanting the best fruits of Education are blasted in the blossom. The teacher may possess all the necessary firmness and energy of character, but unless these are blended with kindness, mildness, and a spirit of forbearance, his utmost efforts will be totally unavailing. True, he may preserve comparative order by fear; he may hold authority over his pupils in the capacity of a tyrant; but unless his commands are obeyed from a sense of duty, called forth by the love which they bear towards him, his power and influence will be very limited.

The teacher should enter into all the sensibilities of the infant mind, and, as it were, throw himself back into childhood, with all its aspirations and anticipations, its sorrows and its joys. Following the example of the "Great Teacher" who stooped from divinity to humanity, and felt and shared the contingencies of mortality, and cast around him the sunshine of kindness, benevolence and sympathy, he must pour the balm of consolation into the wounded breast, and cheer the drooping spirit. He must at all times encourage the good, as well as restrain the vicious.

"A little bundle of immortal sensibilities" is entrusted to his charge, and how highly culpable is he if with the iron heel of despotism he crushes it into hopeless imbecility.

The daily walk of the teacher should assist in governing—every action, every movement, within or without the school-room, should have a beneficial influence.

It is absolutely impossible for the pupils to love, respect, or to endeavour to obey the teacher who is in the school-room an unprincipled tyrant, and out of it the dissipated inebriate or giddy trifler.

I am not prepared to say that corporal punishment should never be resorted to, although we can imagine a school well governed without it, by the exercise of continued patience on the part of the teacher—yet if administered, it should be with all possible caution, and without the least show of malice or irritation, or the design in view will be entirely frustrated.

By adopting a system of school government based on the principles above enumerated the school room would become a scene of harmonious co-operation; the teacher would be loved, respected, and obeyed, and the remembrance of his name would be cherished, long after he had exchanged his earthly labours for the joys of immortality. Fellow teachers! read and practise.

5. THE BEST SCHOOL.

The most prolific school of all has been the school of difficulty. Some of the very best workmen have had the most indifferent tools to work with. But it is not tools that make the workman; but the trained skill and perseverance of the man himself. Indeed it is proverbial that the bad workman never yet had a good tool. Some one asked Opie by what wonderful process he mixed his colors. "I mix them with my brains, sir," was his reply. It is the same with every workman who would excel. Ferguson made marvellous things—such as his wooden clock, that accurately measured the hours—by means of a common pen-knife, a tool in everybody's hand—but then everybody is not a Ferguson. An eminent foreign savant once called upon Dr. Wallaston and requested to be shown over his laboratories, in which science had been enriched by so many important discoveries, when the Doctor took him into a little study, and, pointing to an old tea-tray on the table, containing a few watch-

glasses, test-papers, a small balance, and a blow pipe, said, "That is all the laboratory that I have!" Stoddart learnt the art of combining colours by closely studying butterflies' wings; he would often say that no one knew what he owed to these tiny insects. A burnt stick and a barn-door served Wilkie in lieu of pencil and canvas. Bedwick first practised drawing on the cottage walls of his native village, which he covered with his sketches in chalk; and Benjamin West made his first brushes out of a cat's tail. Ferguson laid himself down in the fields at night in a blanket, and made a map of the heavenly bodies by means of a thread with small beads stretched between his eye and the stars. Franklin first robbed the thunder-cloud of its lightning by means of a kite made with two cross-sticks and a silk handkerchief. Watt made his first model of the condensing steam-engine out of an old anatomist's syringe used to inject the arteries previous to dissection. Gifford worked his first problem in mathematics, when a cobbler's apprentice, upon small scraps of leather, which he beat smooth for the purpose; whilst Rittenhouse, the astronomer, first calculated eclipses on his plough-handle. In like manner Professor Faraday, Sir Humphrey Davy's scientific successor, made his first experiments in electricity by means of an old bottle, while he was still a working book-binder. And it is a curious fact that Faraday was first attracted to the study of chemistry by hearing one of Sir Humphrey Davy's lectures on the subject at the Royal Institution. A gentleman, who was a member, calling one day at the shop where Faraday was employed in binding books, found him poring over the article "Electricity" in an encyclopædia placed in his hands to bind. The gentleman having made inquiries, found he was curious about such subjects and gave him an order of admission to the Royal Institute, where he attended a course of four lectures delivered by Sir Humphrey. He took notes of the lectures, which he showed to the lecturer, who acknowledged their scientific accuracy, and was surprised when informed of the humble position of the reporter. Faraday then expressed his desire to devote himself to the prosecution of chemical studies, from which Sir Humphrey at first endeavoured to dissuade him, but the young man persisting, he was at length taken into the Royal Institute as an assistant—and eventually the mantle of the brilliant apothecary's boy fell upon the worthy shoulders of the equally brilliant book-binder's apprentice.—*Smile's Self-Help.*

IV. Papers on Natural History.

1. STUDY OF NATURE—OBJECT TEACHING.

A mistake in our elementary education is that we teach everything in the same way. We resort to books, as if everything was to be learnt from books, and from books alone. I will speak from personal experience. I have been a teacher since fifteen years, of age, and am a teacher now, and I hope I shall be all my life. I do love to teach, and there is nothing so pleasant as to be placed in a position to develop the faculties of my fellow beings, who, in their youth, are entrusted to my care; and I am satisfied that there are branches of knowledge that are better taught without books, and there are some cases where it is so obvious that I wonder why it is always to books that teachers resort when they would teach some new branch in their school. When we teach music we do not learn it by heart or commit it to memory, but we take an instrument and learn to play it. When we study natural history, instead of books, let us take specimens, stones, minerals and crystals. When we would study plants let us go to plants themselves, but not to books describing them. When we would study animals let us have animals before us, and not go to books in which they are described.

In geography let us not resort to books, but let us take a chass and go out into the field, and point out the hills, valleys and rivers, and show them what are accumulations of water and expanses of land; and then, having shown them that, let us bring representations of what they are to learn, that they may compare them with what they know, and the maps will have a meaning to them. Then you can go on with the books, and they will understand what these things mean, and will know what is north and east and south, and will not merely read the letters, N. E. S. W. on a square piece of paper, thinking that England and the United States are about as large as the paper they learn from. When I was in the College of Neuchâtel, I desired to introduce such a method of teaching geography; I was told it could not be done, and my request to be allowed to teach the youngest children in the institution was refused. I resorted to another means, and took my own children—my eldest, a boy of six years, and my girls, four and one-half and two and one-half years old, and invited the children of my neighbours. Some came upon the arms of their mothers; others could already walk without assistance. These children, the eldest only six years old, took upon a hill above the city of Neuchâtel, and there showed them the magnificent peaks of the Alps, and told them the names of

those mountains, and of the beautiful lakes opposite. I then showed them the same things on a raised map, and they immediately recognized the localities, and were soon able to do it on an ordinary map. From that day geography was no longer a dry study, but a desirable part of their education.

Natural history, I have already said, should be taught from objects and not from books, and you see at once that this requires teachers who know these objects, and not merely teachers who can read and see whether the lesson set has been committed faithfully to memory. The teacher must know these objects before he can teach them. And he ought to bring them into the school, and to exhibit them to the scholars, and not only that, but to place them in the hands of each scholar.

Some years ago I was requested by the Secretary of the Board of Education, to give some lectures on natural history to the teachers assembled in different parts of the State, in those interesting meetings known as teachers' institutes; and I had been asked to give some instruction on insects, that the teachers might be prepared to show what insects were injurious to vegetation and what are not, and that they might impart the information to all. I thought the best way to proceed would be to place the objects in their own hands, for I knew that mere verbal instruction would not be transformed into actual knowledge, that my words would be carried away as such, and that what was needed was the impression of objects. I therefore went out and collected several hundred grasshoppers, brought them in, and gave one into the hands of every one present. It created universal laughter; yet the examination of these objects had not been carried on long before every one was interested, and instead of looking at me, looked at the thing. And they began to examine and to appreciate what it was to see, and see carefully. At first I pointed out the things which no one could see. "We can't see them," they said. "But look again," said I, "for I can see things ten times smaller than these," and they finally discerned them. It is only the want of patience in the difficult art of seeing, that makes it so much more difficult.

The power of the human eye is very great, and it is the want of training which sets so narrow limits to its boundaries. After having examined one object minutely—one of those objects which can be seen everywhere,—take another one which has some similitude to it. Examine its parts one after another. Point out the difference which exists between this and that examined before, and you are at once on the track so important in all education, which exists in comparison. It is by comparisons that we ascertain the difference which exists between things, and it is by comparisons, also, that we ascertain the general features of things, and it is by comparisons that we reach general propositions. In fact, comparisons are at the bottom of all philosophy. Without comparisons we never could go beyond the knowledge of isolated, disconnected facts. Now, do you not see what importance there must be in such training; how it will awaken the faculties, how it will develop them; how it will be suggestive of further inquiries and further comparisons, and as soon as one has begun that sort of study, there is no longer any dullness in it. Once introduced with the delight of studying the objects of nature, the student only feels that his time is too limited in proportion to his desire for more knowledge.—*Extract from a lecture by Professor Agassiz.*

2. FLORA OF BRITISH NORTH AMERICA.

Dr. Jesse Hurlburt, who was lately in England, communicates to a Hamilton contemporary, some letters he has received from Sir William Hooker, the distinguished botanist, on the subject of publishing a Flora of British North America. Sir William published, more than twenty years ago, a Flora of British North America, which cost the English Government, £1,500, but which is now out of print. He proposes, if he receives sufficient co-operation and pecuniary assistance, to publish now a better and more complete work of the same kind, containing one half again as many plants as the former one. Meanwhile he has been carrying out the project of forming at Kew Gardens collections of the Floras of all the British Colonies. Already, he says, he has there magnificent collections of the plants of British North America, from Canada to Vancouver's Island. Recently he applied, through the Duke of Newcastle, to the various Colonial Governors, to have brought to Kew the vegetable products of the several colonies, shown at the International Exhibition, when no longer required there; and he has received through his Grace thirteen letters, from the Governors of as many colonies, agreeing to the application. Of these letters, he says, no one was more cordial than that of Lord Monck. As to the publication schemes, he states that two years ago the Duke of Newcastle consulted with him on the importance of having a series (uniform in style) of Floras of all the British colonies, and finally requested him to draw out a statement of the probable extent and cost of authorship, promising to apply for the needful aid to the

Chancellor of Exchequer. Sir William reported a plan, by which the cost was to be uniform, £150 a volume of about 500 pages, each volume to contain about 1,000 species; the £150 was to be for the cost of authorship; and to aid the publisher, the Government was to purchase, at a price not exceeding 20s. per volume, one hundred copies, to be distributed to public establishments in the colonies. In some cases where the prospect of the sale was good, it was estimated that the cost might not exceed 10s. per volume. Sir William recommended the Floras of Hong Kong and the British West India Islands to be first published. The funds were immediately obtained from the treasury, and the work proceeded with. He then proposed to proceed with Australia (with 8,000 species requiring a grant of £1,200, and £800 for the 100 copies.) But here the Chancellor of Exchequer shut his purse-strings. He thought the colonies were rich enough to meet the expenses themselves. Applications being made to the Governors of the Australian colonies, they replied by pledging their respective colonies for the expenses in full. A similar application was made by Sir William to Lord Monck, shortly after his coming to Canada, with respect to the publication of the Flora of British North America, but up to the date of Sir William's last letter to Dr. Hurlburt, September 18th, no reply from His Excellency had been received. He hopes the scientific men of Canada will press the matter on His Excellency's attention. He says:—

"In general the plants of the East of Canada are well known, and those of the Hudson Bay territories (thanks to the Governors of that company, and to all that has been done by Arctic travellers, Franklin, Richardson, Drummond, &c., all whose collections are at Kew); and we have from the earliest times of Vancouver's voyages, &c.; and now very recently all the collections of the Boundary Commission (we sent out purposely two botanists), all the plants of North-West America, Vancouver's Island, &c., and all the Rocky Mountain plants from various sources. We are much deficient, I think, in the extreme South, where Canada comes down as far as 42° N—not that new species are likely to be found there, but I think it quite likely that United States plants not yet known as Canadian, may be detected there, but I think it is a country you are familiar with. Good specimens of the trees, oaks, pines, &c., from their being a little difficult to collect in flower and fruit, require to be obtained. If you know of any zealous collector there, who takes pains in the drying of specimens, please to put him in communication with me, and if he has any difficulty in naming his plants we will send him correct names. * * * We do not want bare lists except accompanied by good specimens, and then we see if the names are truly correct. * * * What is wanted is an encouragement to young persons, or gentlemen of leisure, to form collections."

Sir William says that, if a Flora of British North America should be determined upon, he thinks his son, Dr. Hooker, would undertake it, and thus their name would still be kept up in connection with that country. The price to the public of the Flora published twenty years ago by Sir William, was some £12 or £14. Under the plan now suggested, the much superior work which he proposes to publish might be purchased for £3. The whole pecuniary assistance required, Dr. Hurlburt says, would be £1,500 to £2,000.—*Globe.*

At the last meeting of the Kingston Botanical Society, the *News* says, "Communications were received from Sir William Hooker and Judge Logie, of Hamilton, relative to the proposal of the Home Government to publish a Flora of Canada now in progress. After speeches by Prof. Lawson and Prof. Dickson on the subject, in which were pointed out the utility and importance of making known the products of our rich Canadian forests, a committee was appointed to bring the matter under the notice of the Legislative Committee—Rev. H. Mulkins, Dr. Dickson, A. Drummond, Esq., Judge Logie, the President, and the Secretary.

The Abbé L. Provancher, cure of Portneuf, has just published a *Flora Canadienne*, or description of all the plants in the country, in two volumes, containing 842 pages, and illustrated by over 400 engravings.

3. THE TREE CROP IN CANADA.

There are several very important and valuable crops in this country; but there is one which surpasses all the rest in importance, namely, the tree crop, if we may use that expression with reference to the greatest product of Canada; and it may well be the greatest, for it has taken perhaps five hundred years to grow, while other crops take for the most part only one year. The trees of this country are a treasure which has been accumulating for centuries; but which one or two generations will in a great measure reap. The waste which has taken place in gathering in this crop has been great, but not quite so great as at first sight appears. Thousands and tens of thousands of trees have been burned or left to rot, which would have made ornamental or useful timber, and many more have had their ashes scattered over the ground, which might have made the alkali.

lies of commerce. In these cases, however, the loss is probably more apparent than real, for the fertilizing elements of the tree return to enrich the soil for many years to come.

The products of the tree crop are various, viz., the woods of commerce, fencing materials, firewood, pot and pearl ashes, and perhaps the most important of all, because of continued recurrence, the annual coat of leaves with which they top-dress the soil. If the aggregate annual value of these various products of trees were ascertained, we think it would surpass that of any other crop. The cereals would probably come next, the grasses third, and the root crops fourth.

There is one great difference, however, between the tree crop and these others. When once reaped it cannot be grown again in a year or two like them. It will require a lifetime to rear trees of any tolerable size, and in some parts of Canada this process should be beginning now, by planting out trees on all rocky and stony lands that are better adapted for this crop than any other. It is sad to see the trees cleared off many rocky pieces of ground, where nothing else can grow, thus depriving the country of beauty and shelter and valuable growing timber, for no end or object. If needed for lumbering purposes only, the large trees should be taken, and the small ones left to grow large. If needed for firewood, the trees should be thinned; but on no account, it seems to us, should a rocky soil, unsuitable for tillage, be denuded of its trees altogether; and if this great mistake has been committed, the sooner it is planted again the better.

In Britain, the quantity of timber raised in plantings, as they are called, is in the aggregate very great. In the older States, many of the more stony or rocky soils are being planted out with suitable kinds of trees, besides streets and roads; and the time has come in many parts of Canada, not only for preserving what trees remain, but for planting out young forest trees of approved sorts.—*Witness*.

V. Papers on Geographical Science.

1. THE NORTH POLES AND THE ESQUIMAUX.

The *York Tribune*, of the 8th ult., says a large audience was attracted to the lecture hall in the Historical Society's Building on the 6th inst., by the announcement that Capt. C. F. Hall, would report to the Geographical and Statistical Society the result of his Arctic Explorations. It will be recollected that Capt. Hall's Expedition was fitted out by contributions from the friends of science in this and other cities, among the most generous of whom was Mr. Henry Grinnell. The bark *George Henry*, and schooner *Rescue*, sailed from New London, May 29th, 1860. Touching at St. John's, N. F., the expedition made its way to Davis' Straits, and thence beyond Northumberland Inlet, to a point in Frobisher's Straits, about 500 miles to the South-west of the localities which Kane has made so familiar to the public through his works. While lying here a fearful gale arose, which blew for several days without cessation, and finally wrecked the *Rescue*, and destroyed a small shallop in which Capt. Hall had counted upon extending his voyage toward the North Pole. Being warned by the friendly Esquimaux, who were encamped near his vessels that it would be impossible to proceed further upon his projected journey at that season of the year, he went into winter quarters with the full intention of making a move in early spring. But unforeseen difficulties arising, he was compelled to remain where he was for nearly two years, during which time his stock of provisions was nearly exhausted and he was thrown upon the hospitality of his Esquimaux friends for the means of subsistence. His intercourse with them was pleasant and profitable, leading not only to his acquiring a high sense of the honesty and nobility of character, but also to the discovery of relics which explained the fate of five men of Frobisher's party, who had been captured by the Esquimaux nearly 200 years before. The Esquimaux, according to Capt. Hall, is brave, honest, truthful and very hospitable; he has no code of laws and needs none, for quarrels and dissensions are unknown.

During his two years involuntary sojourn in Frobisher's Straits, Capt. Hall explored about one thousand miles of the coast, identified the locality of Prince William's Land and on *Kad-lu-nah*, or the White Man's Land, discovered a multitude of relics of Frobisher's men.* Trenches dug for holding a supply of water, bits of brick wood, coal, broken bottles, and the iron ballast of a boat, together with other articles, corroborated in the fullest manner the Esquimaux traditions of the fate of those poor fellows. Among the natives he found a woman called *Oo-ki-zox-i-ninoo*, or the White Bear, more than 100 years old, who had heard from her parents about the capture and final death of the white men, and recounted the story with fidelity.

* These relics have been forwarded to London for presentation to the British Government through a Royal Geographical Society.

Late in the evening Capt. Hall introduced to his audience the Esquimaux family, which he had brought with him to this country.—It comprised a man, woman and infant, who were all clad in reindeer and seal skins, but not so thickly as they would have been if the weather had been cooler. The husband, E-brin-ping, is short, stout built, and apparently very muscular; his open countenance indicates a patient, honest, cheerful disposition, and the expression is decidedly intelligent. Tuk-oo li-too, the wife, seems to be an amiable sort of a creature. The mother's style of beauty is North Polar, and *sui generis*. The under jaw is wide, and the forehead narrow but full in the perceptive region; viewed in front, the face is pyramidal, and the fat cheeks, and short, straight, black hair, give her a more unintellectual appearance than seems warranted by the testimony of Capt. Hall who declares her to be a better interpreter than even the famous Peterson.

2. RECENT MEASUREMENT OF THE GREAT LAKES.

The late government survey of the great lakes gives the following exact measurements:—Lake Superior—greatest length, 355 miles; greatest breadth, 160 miles; mean depth, 988 feet; height above the sea, 627 feet; area, 32,000 square miles. Lake Michigan—greatest length, 360 miles; greatest breadth, 108 miles; mean depth, 900 feet; height above the sea, 587 feet; area, 20,000 square miles. Lake Huron—greatest length, 200 miles; greatest breadth, 160 miles; mean depth, 300 feet; height above the sea, 574 feet; area, 20,000 square miles. Lake Erie—greatest length, 250 miles; greatest breadth, 80 miles; mean depth, 200 feet; height above the sea, 555 feet; area, 6,000 square miles. Lake Ontario—length, 180 miles; mean breadth, 65 miles; mean depth, 500 feet; height above the sea, 262 feet; area, 6,000 square miles. Total length of five lakes, 1,345 miles; total area, 84,000 square miles.

3. DISCOVERY OF GOLD IN NEW ZEALAND.

Dr. Lindsay, at the conversations of the Royal Society of Edinburgh held on the 25th ult., explained in an interesting manner, illustrations of the geology and mineralogy of New Zealand. The first gold field was discovered on 4th June, 1861 by Mr. Gabriel Read, and it received the name of Tuapeka, or Gabriel's Gulley; and the first gold escort reached Dunedin on 12th June 1861. Since then the Dundan and Nokemai gold fields have been discovered. In the course of eighteen months the Tuapeka field yielded in round numbers 360,000 oz.; and at the close of 1862, 550,000 oz. were secured from all the fields—the value of which is upwards of two millions sterling. It is stated that gold mining is destined to become one of the regular permanent industrial sources of Otago, and that the supply of gold is at present unlimited. With an unlimited supply of gold, Otago must necessarily form an attractive field for the miner; and where such wealth is to be obtained, we expect that this province will speedily become one of the most popular fields for emigrants among the numerous and widely-scattered colonies of Great Britain.

VI. Biographical Sketches.

No. 20.—THE HON. MR. JUSTICE CONNOR.

We regret to have to record the death of Mr. Justice Connor, which took place, in this city, on the 28th inst. George Skemington Connor was born in Dublin, Ireland, in 1810. He entered Trinity College at the age of 14, and graduated there in 1830. In the same year he married Eliza Hume, a sister of Mrs. Blake, wife of ex-Chancellor Blake. In 1832 he first came to this country with Mrs. Connor and the families of ex-Chancellor Blake, the Bishop of Huron, Archdeacon Brough, and other gentlemen, who, like him, emigrated in that year from Ireland to Canada. On his arrival in Canada, Mr. Connor took up his residence in the township of Orillia, which was then a wilderness, where he lived for two years. But becoming tired of a life in the backwoods of Canada, he returned to Ireland; whence, after a short stay, he went to the continent of Europe, where he resided for some years. During his absence Mr. Connor was called to the Irish bar, in 1835; and on his return to Canada, was called to the bar at Osgoode Hall, in 1842. He entered into partnership with ex-Chancellor Blake and Mr. Justice Morrison. In 1849 he again visited Ireland, and upon that occasion took the degree of LL.D. in the University of Dublin. In 1850 he was appointed Queen's Counsel and a Bachelor of the Law Society; and in 1858 he held the office of Solicitor General, for Upper Canada, a few days. Before the general election of 1847-8 he began to take an interest in Canadian politics; and on one occasion he unsuccessfully contested the County of Simcoe. At the general election of 1856 he was elected for South Oxford; which constituency he con-

tinued to represent till his elevation to the Queen's Bench as a puisne judge, first February. During the whole of his Parliamentary career he adhered to the Liberal party. He conciliated the esteem of his associates at the bar. An affectionate husband, an ardent friend, a cheerful companion, generous and hospitable, he will long be deeply regretted by a large circle of friends, who deeply lament that he should have been so soon removed from the honourable position to which as a Judge and as Chancellor of the University he was so recently elevated.—*Leader*.

No. 21.—THE HONORABLE CAPTAIN ELMSLEY.

The death of the Hon. Captain Elmsley took place on the night of the 8th instant, at his residence, Clover Hill. The deceased gentleman was in his 62nd year. Sir Francis Bond Head, in his "Narrative," published by authority of the Upper Canada House of Assembly, makes mention of the lamented deceased as follows:—"The Honourable John Elmsley, Lieutenant of the Royal Navy, is a son of a former Chief Justice of Upper Canada—from whom he inherited a large property in the Province—and nephew of the late Admiral Sir Benjamin Hallowell." He was born in 1801, in the old Government House, in this city, which was built by his father, and called "Elmsley House." At an early age he entered the British Navy. After his retirement from the service, he took a leading part in the public affairs of the province. The Hon. Captain Elmsley was also a member of the Legislative Council of Upper Canada—and, although a consistent liberal Conservative, he was looked upon by Sir F. B. Head as "perhaps the most ultra Reformer in the Legislative Council." Simultaneous with the right Rev. Bishop Macdonell, he received his appointment to the Legislative Council, in 1830. Mr. Elmsley was always distinguished for remarkable uprightness and sincerity of character. This he inherited from his father. As an instance of the punctilious regard the Chief Justice had for the exact discharge of his judicial functions, we may relate that on one occasion he made an adverse decision. Several years afterwards he discovered that he had been wrong. The law did not require him to make any reparation. Nevertheless in obedience to the dictates of his conscience, he made restitution to the amount of £500 sterling for an error which he had inadvertently committed. While Mr. Elmsley remained an adherent of the Anglican Church, he was considered a very fervent christian. He married the eldest daughter of the late Hon. Levis Sherwood, an amiable Catholic lady. To enable him to defend her church he began to study its doctrine. His search was earnest and uninterrupted. A poignant grief set in. Doubts as to the orthodoxy of the Church of his love and affections covered his mind. After two years of constant research, study, and prayer, he joined the Catholic Church. Then commenced that career of practical benevolence and wide-spread usefulness which has rendered his name venerated and his memory endeared by the Catholics of Canada. His care of the poor, of the widows and orphans of those who were swept away by fever, were incessant. To provide for these orphans, he founded an asylum on Nelson Street, from which our noble charitable institution, the House of Providence, has sprung. To his goodness and bounty, many persons, in Toronto and elsewhere—who now enjoy a comfortable position—are indebted for their rescue from poverty and indigence. As a member of the Board of the House of Industry, he was enabled to accomplish a vast amount of good for the poor. He was one of the first as he was one of the most active and practical members of the St. Vincent de Paul Society. We cannot pass over the noble exertions of the illustrious deceased in the cause of Catholic education. It was he who established the first Catholic schools in Toronto. The teachers were paid out of his own resources. He taught the children not only of the city but of Hogg's Hollow—six miles distant—their Catechism every Sunday, for a long time. Up to the time of his last illness he was agent for nearly all of the Separate Schools in Upper Canada. The College of St. Michael's, erected upon the ground donated by him, stands a splendid monument of his zeal in this direction. Then as to his munificence. What charitable or religious foundation is there, not alone in Toronto, but throughout the diocese, that has not been largely endowed by him. He it was who, on the anniversary of his death, the 8th of May, 1845, following the example of the great Constantine, dug the first sod of the foundation of our splendid Cathedral. When that sacred edifice was heavily in debt, it was he who mortgaged his property to redeem it. To do this he would have sacrificed all he possessed, but the Catholics of Toronto generously came to his assistance. His outlay in charitable and religious undertakings was so extensive that the venerable Bishop de Charbonnel placed a restriction upon his generous expenditure. Besides his large contributions to St. Paul's, St. Michael's, and St. Basil's, he presented the organ to the Cathedral. Moreover, he made it a rule to contribute one hundred dollars to every new church that was erected in the diocese. His donations of vestments, sacred

utensils, ornaments, &c., to the city churches and missions, were without bound. Fearing that the last Bazaar in aid of the House of Providence would be a failure, he gave the Rev. mother \$100. The Hon. Mr. Elmsley enjoyed the fullest confidence and the most cordial esteem of the former Bishops of this See, as well as our present estimable Chief pastor. About two months since, the Hon. Capt. Elmsley was seized with his last illness. From the earliest stage of his sickness—disease of the heart—he felt a presentiment of his approaching end. His resignation was perfect. In accents of joy he announced to his good lady his conviction that God was about to take him to Himself. When he felt death drawing near, he called the members of his family around him and gave them his blessing. Having received from the Bishop the last rites of the church, he calmly gave up his soul to God.—*Abridged from the Freeman*.

No. 22.—THE HON. HOLLIS SMITH, M.L.C.

The Hon. Hollis Smith, member of the Legislative Council for Wellington Division, L. C., died at his residence in Sherbrooke, on Sunday last. On the 30th of March he returned home from Quebec, and on the same night was seized with an apoplectic fit which terminated fatally.—A native of the State of New Hampshire, the deceased when a boy settled in the Eastern Townships, and by his probity gained the confidence of the people of the district of St. Francis. He was one of the first elected members of the Council, and represented the Division for six years. He was an attentive and useful member, and was respected by his associates in the House. Mr. Smith had no sectional prejudices, and was a thorough Canadian in feelings.—*Leader*.

No. 23.—HON. MR. HARWOOD, M.L.C.

An Englishman by birth, Mr. Harwood, during many years' residence in this country, has identified himself as an active man of business, landed proprietor and country gentleman, and later, as a legislator, with the great interests of his adopted country. In politics he was a moderate Conservative. He was a member of the Special Council for Lower Canada during the suspension of the Constitution, of the Legislative Assembly, and latterly of the Legislative Council of the United Provinces. In all the relations of life he seems to have earned the respect of men, and his loss will be very widely regretted.—*Montreal Gazette*.

No. 24.—STEWART DERBYSHIRE, ESQ.

We are called upon to announce the demise of Stewart Derbyshire, Esq., Queen's Printer, which took place on the 27th March. Mr. Derbyshire has been a prominent citizen of Canada for many years, and he has held several appointments of trust and honour under the government. He came to this country, we believe, in 1840; as an *attaché* of Lord Durham, and was one of those who assisted in drawing up the famous report made by the noble Earl, of the state of the Provinces, previous to the Union. In 1842, Lord Sydenham granted letters patent appointing him Queen's Printer of the United Provinces, and this lucrative appointment he held up to the time of his death, although many efforts were made, in and out of Parliament, to deprive him of it. He entered into partnership with Mr. Desbarats after he had obtained the appointment, and the business was carried on under the name and firm of Desbarats and Derbyshire. His social habits unfitted him for active employment, and the great success which the establishment has obtained as one of the first printing concerns in America, is mainly due to his partner, Mr. Desbarats, under whose skilful management it was placed. Mr. Derbyshire was a native of England, and at the time of his death he was about 65 years of age. Of a kind, generous, and social character, he was a true type of the fine old English gentleman. He was possessed of a fine taste for literature, and had accumulated an extensive library of standard works; he was also a liberal patron of the fine arts, and to his generous encouragement many a young Canadian is indebted for a helping hand. The tradesman, the fruit vender and the bookseller will miss him; for on his morning rounds he was always sure to extend his patronage to one or other of them. He has gone down to the grave universally esteemed by all who had the pleasure of knowing him, the proudest monument that could be erected to his memory.—*Quebec Daily News*.

No. 25.—LORD SEATON—(SIR JOHN COLBORNE.)

Lord Seaton was one of the old Peninsular heroes who were engaged in the transaction of history before the present century commenced. John Colborne, Lord Seaton, was an officer worthy of Wellington, his chief, whom he resembled in some points of character, but most of all in true modesty and hatred of pretence. His manner, like that of most men accustomed to authority, gave

one the idea of a stern man, but a kinder heart than his never beat. He was born in 1777, the son of a Hampshire gentleman, Mr. Samuel Colborne of Lyndhurst, who, having made some unfortunate speculations, died, leaving a widow and two children in very narrow circumstances. Young John Colborne went for a time to Christ's Hospital, but on his mother marrying the Rev. Dr. Bergus, a dignitary of Winchester, he was removed to the foundation of Winchester College, where he received his education. He entered the army in 1794, became a lieutenant in the following year, and served in Holland in the campaign of 1790. Attaining the rank of captain early in those days of rapid promotion, he went to Egypt in 1801, and in 1805 was with the British and Russian troops employed on the Neapolitan frontier. In the campaign of 1806 he served in Sicily and Calabria, and he was present in the battle of Maida. During this last and the following year he held the post of military secretary to General Fox, commander of the forces in Sicily and the Mediterranean; after which, rising to the grade of major, he acted in a similar capacity under Sir John Moore in Sicily, Sweden, Portugal, and Spain, ending his service only with the battle of Corunna. Sir John Moore was colonel of a very celebrated regiment—the 52nd Light Infantry, and it was in his conduct of this force that Colborne won his chief military renown. He joined Wellington's army at Jaracejo in 1809, and was sent to La Mancha to report on the operations of the Spanish armies. He was at the battle of Ocana, and in the campaigns of 1810 and 1811 he commanded a brigade in Sir Rowland Hill's division, and was detached in command of it to observe the movements of General Regnier on the frontier of Portugal. So also he commanded a brigade at Busaco and at Badajoz, at Albuera and at Ciudad Rodrigo, where he was severely wounded. He commanded the 2d Brigade of the Light Division at the battles of the Nivelles and the Nive, and during the campaign of the Basque Pyrenees. At Orthes and at Toulouse he led the 52nd. His chief military feat, however, was performed at Waterloo, where he again commanded the 52nd, as part of Adam's Brigade. Of his own accord he led the forward movement which determined the fortunes of the day. When the column of the Imperial Guard was gaining the summit of the British position, and was forcing backward one of the companies of the 95th, Colborne, seeing his left endangered, started the 52d on its advance. The Duke saw the movement, and instantly sent to desire Colborne to continue it. This fact of Colborne having originated the decisive movement is abundantly confirmed. A French officer who accompanied Ney's column of the Imperial Guard has stated that although the British troops in front of the Imperial column showed "*très-bonne contenance, nous fumes principalement repoussés par une attaque de flanc très-vive qui nous écrasa.*" This was Colborne's attack at the head of the 52nd regiment, and it brought him great renown.

After Waterloo a soldier seemed to have, as a soldier, no more chances in the world: and there was nothing left for Sir John Colborne (now a K. C. B.) than the uncertain glories of a semi-civil life. Soon after the peace he was appointed Governor of Guernsey, where he was the means of reviving Elizabeth College, which had fallen into great decay. He was afterwards appointed to the command of the forces in Canada, which he held from 1830 to 1838. On one occasion, being dissatisfied with the conduct of the civil powers in that colony, he resigned his command, and his luggage was actually on board the transport on which he was to have embarked in three days' time, when an autograph letter from the King (William IV.) arrived, requesting him to remain. He was honored with the Grand Cross of the Bath, and he was created Governor-General as well as Commander-in-Chief. Having suppressed the Canadian rebellion, he returned to England and was raised to the peerage; but took no part in politics, save once, when he spoke in the debate on the union of the Canadas. He expressed himself averse from the Union, on the ground that it would eventually hamper the development of Canada, and, furthermore, prove a hindrance to the junction of the North American Provinces into a Confederation. Though he took no part in the debates of the House of Lords, he was still to have another field for the exercise of whatever legislative gifts he might possess. He was appointed Lord High Commissioner of the Ionian Islands from 1843 to 1849, and there he had, during the revolutionary mania of 1848, to deal with the demands of a people continually disaffected. He yielded too much to their demands, and gave them a constitution which has been the source of endless misery to succeeding Lord High Commissioners, and which at last has inspired the British Cabinet with a desire to cut the knot at the earliest possible moment—to cut the knot by parting with the islands as soon we may. Since then Lord Seaton has commanded the troops in Ireland; in 1854 he was appointed Colonel of the 2d Life Guards; and in 1860 he was promoted to the rank of Field-Marshal. He died at Torquay, in the 86th year of his age.—*Times*.

No. 26.—SIR JAMES OUTRAM.

Sir James Outram, whose death was announced on the 11th ult., was born in Derbyshire in 1805. After his education at Abercromby, he entered the Indian service in 1819, in which country he took part in nearly all the wars that have been waged since that date—among others, the campaign of Afghanistan. He opposed earnestly the annexation of Scinde, from which he got into an angry controversy with Sir Charles Napier. In 1856 he was appointed resident at Lucknow, and afterwards as Chief Commissioner of Oude. He performed a conspicuous part in India, as Sir Henry Lawrence's successor at Lucknow during the trying scenes of the mutiny, and was rewarded with a baronetcy in 1858. He has since been made a G.C.B., and promoted to the rank of lieutenant-general. He returned to England in 1860, when he was publicly received with all the honor due to his great services and high personal character.

No. 27.—SIR GEORGE C. LEWIS, M.P.

A late steamer from England brought intelligence of the death of the Right Honourable Sir George Cornwall Lewis, Secretary of War. The deceased was a prominent member of the Whig party, and held office—from 1848 till 1850, as Under Secretary of the Home Department; from 1850 till 1858, as Chancellor of the Exchequer; and in 1859, he was appointed Home Secretary, and shortly afterwards Secretary of War. Sir G. C. Lewis was also an author of high order, and his literary productions will render his name familiar long after the mere politician is forgotten. He married, in 1844, Lady Maria Theresa, widow of Thomas H. Lister, Esq., and sister to the earl of Clarendon.

VII. Miscellaneous.

THE THREE WHITE ROBES.

I saw a light at the window-pane,
On a calm and starry night;
And I knew there were busy fingers there,
Making a robe so white.
And knew that their hearts were light and gay,
As they sewed the adornings fair;
And I knew they had carefully laid away
A beautiful wreath they had twined that day;
To tie on her pale brown hair;
And I knew they had folded a snowy veil
To clasp on her marble brow;
For the one she had loved by her side would stand,
And utter the solemn vow.
I saw a light at the window-pane,
When the wind went sobbing by,
And cold and fiful drifts of rain
Fell from the weeping sky;
And not a star from its home looked down
On the dwellings of men below;
And the pale moon shrank from the fearful frown,
And hid its face in the trailing gow,
Of the clouds in her grief and woe.
And I knew there were busy fingers there,
Sewing a robe so white;
And a snowy wreath for her pale brown hair,
Bedewed with the tears of those watchers fair,
They had twined by that midnight light.
Away, above, where the sweet-faced stars
Are singing creation's hymn,
There shineth a glory so pure and bright,
That the light of the sun is dim.
There I see a concourse of angels fair,
Preparing a robe so white,
Garnishing a crown for the pale brown hair
Of a beautiful maiden waiting there,
To be crowned an angel bright.
Then I knew that one home in this world of ours
Had witnessed a sad farewell,
And I knew that the angels had welcomed her
In their beautiful home, to dwell.

2. CHILDHOOD'S PRAYER.

One of the literary men of England, who has outgrown many of the religious influences of his childhood, gives the following touching sketch of the impression made on him by the habit of prayer taught at his mother's knee:—"Very singular and very pleasing to me is the remembrance of that simple piety of childhood, of that prayer which was said so punctually night and morning, kneeling by the bedside. What did I think of? What image did I bring before my mind as I repeated my learnt petition with such scrupulous fidelity? Did I see some venerable form bending down to listen? Did she cease to look and listen when I had said it all? Half prayer, half lesson, how difficult it is now to summon it back again! But this I know, that the bedside where I knelt in this morning and evening devotion, became sacred to me as an altar. I smile as I recall the innocent superstition that grew up in me that the prayer must be said kneeling just there. If some cold winter's night, I had crept into bed, thinking to repeat the petition from the warm nest itself,—it would not do!—it was felt in this court of conscience to be an "insufficient performance;" there was no sleep to be had till I had risen, and, bed-gowned as I was, kneeled at the accustomed place, and said it all over from the beginning to the end. To this day, I never see the little clean, white bed in which a child is to sleep, but I see also the figure of a child kneeling at its side. And I for a moment am that child. No high altar in the most sumptuous church in Christendom could prompt my knee to bend like that snow-white coverlet, tucked in for a child's slumber."—*Witness.*

"I WANT TO BE AN ANGEL."

"O mother, I am weary," my little darling said;
"I'm tired, but am not sleepy: oh, put me not to bed;
But take me in your arms, and rock me for a while,
For I've been very good to-day," and sweetly he did smile.
"My playthings are all put away, so tidy and so neat,
Except my little spade—it's on the arbor-seat."
He had spent almost all the day among the trees and flowers;
For in our little garden he loved to pass the hours.
"And, dearest mother, will you sing that little hymn to me,
'I want to be an angel?' Do you think I'll ever be?
You've often said I must be good; and very hard I try,
For 'I want to be an angel,' away up in the sky."
I looked into those eyes—always so clear and bright—
Which as he spoke did shine with an unearthly light;
And as I pressed my treasure, I could not help but weep,
For "I will be an angel!" he murmured in his sleep.
My little darling faded, e'en from that very hour,
And when at last he'd gone beyond all earthly power,
He whispered in my ear (and how bitterly I cried,)
"Mother, I'll be an angel, and stand by Jesus' side!"

4. "HOW SHALL WE TEACH POLITENESS?"

This was a question proposed at a Teachers Institute, and it is both pertinent and important. Every observing person must admit that politeness is not so prevalent in the community as it should be. Its deficiency meets us on every hand. We see men and women in the streets, in public conveyances, in the lecture-room, and even in the church, in whom there is a great deficiency of true politeness and christian courtesy. A selfish feeling seems to predominate, causing each to move and act as though his own comfort was the chief thing to be cared for. It matters not if others are discommoded, or rudely addressed, or made uncomfortable.

The traveller is often made to suffer from a lack of politeness on the part of some of his fellow-travellers. The man who indulges in the use of profane or other improper language in any public conveyance, shows that he has not been taught to respect the feelings of others. He is not a gentleman, for a true gentleman is polite. The man who uses tobacco and covers the floor of a rail-car with his filthy saliva, is not a polite man. He may be "wealthy and wise," but he certainly is not polite. The woman who manages to occupy two seats for herself and two more for her luggage, while others for want of a seat are compelled to stand, is destitute of the first principles of politeness. She may be dressed in rich silks and satins, and wear a "love of a bonnet;" she may be wealthy, and her person may be adorned with jewels costly and rare,—but she is not a lady, for it requires the spirit of true courteousness to make a lady. But we need not attempt to prove a lack of politeness. It is every where too obvious. It may be manifested in words, acts, or even in looks.

But how shall teachers cultivate politeness? We can not give any specific directions, but we will say that primarily the teacher must

himself be a pattern of what he would teach. He must be a truly polite man if he would lead his pupils to be polite. In movement, in word, in act, and in all his bearing, he must demean himself as a gentleman. And, we may add, if he is such, his pupils will feel his influence, and, consciously or unconsciously, be favorably affected thereby. It may be said, most emphatically, that in morals and manners the teacher reproduces himself in his pupils. If, then the teacher is a polite man, not only will all his language and effort be on the side of courteousness, but his own example will prove a potent auxiliary in the right direction. And, on the other hand, if there is a lack of true politeness on the part of the teacher, it will be in vain to look for it in the pupils. "Like begets like." It will be useless for the teacher to talk in favor of politeness, if in his own habits, or words, or manner he daily manifests a lack of good breeding. Briefly we would say to the teacher—

1. Be yourself gentlemanly and polite,—in word, manner, and expression.
2. Require your pupils to speak to you and others pleasantly and politely. When they ask questions, insist on their doing it properly and courteously.
3. Impress upon them the importance of treating others with respect and of always speaking pleasantly and kindly. Lead them to feel that this will not only be right, but that it will also promote their usefulness and happiness, and contribute to the happiness of others.

Be sure to improve every opportunity for cultivating habits and expressions that shall be in accordance with rules of propriety and courtesy,—but be sure that you lure them in the right way by the influence of your own example. Example is powerful; if opposed to precept, it will nullify it;—but precept and example working in harmony are all-powerful.

5. PROVERBS WORTH PRESERVING.

Hasty people drink the wine of life scalding hot.
Death is the only master who takes his servants without a character.
Content is the mother of good digestion.
When pride and poverty marry together, their children are want and crime.
Folly and pride walk side by side.
He that borrows binds himself with his neighbor's rope.
He that is too good for good advice, is too good for his neighbor's company.
Friends and photographs never flatter.
Wisdom is always at home to those who call.
The firmest friends ask the fewest favors.

A BRITISH NATIONAL ANTHEM.

God save our gracious Queen!
Long live our noble Queen!
God save the Queen!
Send her victorious,
Happy and glorious,
Long to reign over us,
God save the Queen!

Our Albert Edward bless!
God grant him happiness!
God save the Prince!
Mercies His path surround;
Peace in his time abound;
With every virtue crowned,
Long live the Prince!

Great God! Thy blessings all
On Alexandra fall!
Be Thou her guide!
Whom loved Victoria's smile,
And British hearts, the while,
Welcome to Albion's Isle;
God bless the Bride!

Sovereign, of Power Divine!
In Heaven's most holy shrine
Confirm the troth
Plighted 'twixt England's heir
And Denmark's Daughter Fair!
God bless the Royal Pair!
God bless them both!

REV. S. CLARKE.

VIII. Short Critical Notices of Books.*

— **HERBERT, OR TRUE CHARITY.**—Boston: American Tract Society.—Few who have read *Ministering Children*, by Miss Charlesworth, will fail to remember the boy-hero of that beautiful book, and his sweet noble hearted sister, Miss Clifford. The Tract Society have done good service in reprinting that part of Miss Charlesworth's touching story relating to those two "ministering children." It will do good service to the cause of true religion wherever it is read, and cannot fail to exercise a most beneficial influence on any boy or girl who reads it. We commend it heartily.

— **HELPS OVER HARD PLACES, FOR BOYS.**—Boston: The American Tract Society.—This little book contains most valuable "helps" or hints for boys, conveyed in a most agreeable manner—that of a story; and no little boy can well resist listening to a story. This form, therefore, of rendering "help" has been adopted. Though the structure of some of the stories is a little artificial and constrained, yet the help is no less substantial in itself. To do what other boys do, and to avoid what others avoid, is simple and easy of comprehension to a child. We have no doubt that this book will prove a valuable aid to many of the young pilgrims whose hands it may come.

— **HELPS OVER HARD PLACES, FOR GIRLS.**—Boston: The American Tract Society.—This little volume, like the preceding, contains a series of stories illustrative of the way in which girls can, "through God's help," get over the "hard places" of bad temper, unkindness, covetousness, envy, silliness, and evil habits. Most of the stories are admirably told, and represent the experience of little girls.

— **THE PATHWAY OF PROMISE.** Boston: American Tract Society.—This is an attractive and valuable little work. Its purpose is "to set before the believer some of the gracious promises of God's Word, and to suggest some thoughts which may prove consolatory and encouraging to the Christian pilgrim as he journeys to his heavenly home."

— **THE TRANSPLANTED SHAMROCK.** Boston: American Tract Society.—This book contains a touching story of an Irish servant and her mother in one of the American cities. It teaches by contrast, in an effective way, the duty of mistresses to their dependants in the family.

— **THE THREE DAILY TEXT BOOK.** Boston: American Tract Society.—This is an excellent little book. It contains a text and a verse of poetry nicely arranged for morning, noon, and evening of every day in the month.

— **THE CELESTIAL CITY.** Boston: American Tract Society.—This book is a reprint of an English work, by the Rev. J. D. Burns, M.A., of London. It contains a series of beautiful sketches, or "glimpses within the gates," of the "Celestial City," founded upon several striking texts or passages in the Revelations, descriptive of the heavenly Jerusalem, its employments and its glories.

— **THE AMERICAN JOURNAL OF EDUCATION.**—This prince of the Educational Journals maintains its well-earned fame, and comes to us, as ever, freighted with the richest and best in principles, means and methods in education. No other American, perhaps no other man, has done so much as Dr. Barnard to give breadth and completeness to the expression of public education. The twelve volumes of this Journal, as well as former Journals under the control of the great American educator, are themselves abundant testimony of what one man may do, who has a high ideal, and presses towards it with a persistence which neglect, pecuniary loss, and even the apathy of professed friends, cannot check.—Dr. Barnard also publishes, in separate volumes, collated from the *Journal*, the following *Papers for the Teacher*, including (1) American Pedagogy; (2) Object Teaching and Methods of Primary Instruction in Great Britain; (3) German Schools and Pedagogy; (4) Educational Aphorisms and Suggestions; (5) English Pedagogy; (6) Pestalozzi and Pestalozzianism. These six volumes may be obtained at the Educational Depository, Toronto.

IX. Educational Intelligence.

CANADA.

— **ELGIN COUNTY GRAMMAR SCHOOL.**—A very gratifying scene took place in the Grammar School on the close of the Winter term. It is not always that so happy a relation exists between teacher and taught, as is revealed in the following Address, which sufficiently speaks for itself. The Address was read on behalf of the other pupils by Master Merritt, one

* Most of the books referred to in these notices can be obtained at the Educational Depository, Toronto.

of the senior pupils of the school, and the handsome articles of presentation were handed to Mr. Younghusband at the close of the reading. Mr. Younghusband made a suitable reply; and the school was afterwards addressed by His Honor Judge Hughes, Rev. Dr. Caulfield, John Scobie, Esq., M.P.P. for West Egin, and the Rev. Mr. Rowland.—*Home Journal*.

— **PETERBORO UNION SCHOOL EXHIBITION.**—With the view of procuring funds for a gymnasium, in connection with the Union School of this town an "Exhibition" took place in the Lecture Room of the School house, which we are pleased to say was exceedingly well attended. The room was beautifully decorated with evergreens and tastefully executed floral designs. The exhibition was a decided success in every sense. Some of the young ladies executed many rather difficult pieces of music on the piano with excellent effect and the recitations were admirably delivered. The "exhibition" is an admirable plan for raising money for the school when money is needed, and we sincerely trust that whenever money is required for its benefit that the experiment of Thursday the 2nd of April last may be repeated.—*Review*.

— **COUNTY OF OXFORD TEACHERS' ASSOCIATION.**—Pursuant to notice given, the above Association met at Woodstock, East School, on Friday and Saturday, the 3rd and 4th ult. Mr. J. F. Cullen presiding. After some preliminary business, the meeting was opened with prayer by the Rev. W. C. Beardsall. Mr. McLean, delivered a lecture of thirty minutes duration on the "First Book of Lessons," approving of the first eight pages, at this point his approbation ceased; on page nine commences a series of lessons, vulgar, unconnected and plentifully interspersed with nick-names, such as Pat, Sam, Ned, Bob, etc. The want of continuity in the subjects of the lessons was highly condemned. After the sentence "Where do the French live?" the euphonious one, "Can a whelp bark?" The call for English grammar was responded to by Mr. Ainsley. The parsing of the following sentences gave rise to a very pleasing and animated discussion, in which Messrs. Ward, McLean, McKay and Cullen participated: "The more true merit a man has, the more does he applaud it in others." "And there sat in a window a certain young man named Watychua." An interesting lecture having been delivered by the Rev. Wm. Stephenson. Moved by the Rev. W. O. Beardsall, seconded by Mr. Fraser, That the thanks of this association be tendered to the Rev. gentleman for his instructive lecture. Carried. Moved by R. McLean, seconded by M. F. Ainsley, That Mr. Cullen be requested to explain and illustrate his method of teaching English Grammar.—Carried. Moved by J. F. Cullen, seconded by Mrs. Atkins, That Messrs. Fraser and McCausland illustrate the method of teaching Geography, as adopted at the Normal School.—Carried. The above gentlemen acquitted themselves with credit and satisfaction to the Association. The female teachers criticised very closely. Moved by J. McCausland, seconded by S. Neil, That all female teachers in the County become Honorary Members of this Association, on signing their names to Constitution. Lost—the female teachers voting *contra*. The following teachers were appointed Essayists for next quarterly meeting. M. F. Ainsley, Canada; R. McLean, Geography; J. F. Cullen, Street Education.

Moved by Miss Dundas, seconded by Miss Robertson, That the next meeting of the Association be held at Ingersoll.—Carried. The meeting then adjourned to meet again on the first Saturday of July.

— **LAW SCHOOL EXAMINATION.**—The annual examination of Law Students who attended the lectures delivered during vacation at the Law School of the Law Society, was, in pursuance of an order in convocation made in Hilary term last, held at Osgoode Hall on Thursday last. After a severe and searching test, the following gentlemen were found to have attained the standard fixed by the bench of the society, to entitle them to:—1. Richard T. W. Walkem, 320 marks; 2. James Watt, 302 marks; 3. George Kennedy, 273 marks; 4. George Holmsted, 268 marks; 5. John J. Stevens, 262 marks. The highest number of marks that could possibly have been obtained was 360—the standard being 240. Those who did not reach the standard are not classified. The gentlemen above named, besides receiving prizes, will be allowed two out of the four terms required to be kept by students before called to the bar.—*Leader*.

— **SUDDEN DEATH.**—Mr. Bonner, a student at the Normal School, and who attended to his duties there on Friday afternoon, took suddenly ill last Saturday morning. Drs. Newcomb and Berryman were called, and made every effort to save his life, notwithstanding which, however, he died on Sunday afternoon. A *post mortem* examination of the body was made by Drs. Newcomb, Berryman, and May, who discovered that perforation of the intestines was the cause of death.—*Ibid*.

— **UNIVERSITY OF VICTORIA COLLEGE—ANNUAL CONVOCATION.**—The proceedings by which the academic year 1867-8 of the above institution was last week terminated, were of an unusually interesting character. On Tuesday evening, the 12th inst., a large and important meeting of the Alumni Association, in connection with the university, was held in University Hall. Professor Kingston, M.A., the President of the Association, was in the chair. The following is the result of the election, which was by ballot, of the officers for the ensuing year:—President—W. Kerr, Esq., M.A., Cobourg; Vice-Presidents—Thos. Holden, B.A., Toronto, and D. G. Sutherland, B.A., Hamilton; Secretary—A. H. Rayner, B.A., Cobourg; Treasurer—D. W. Dumble, B.A., Cobourg; Committee—Five graduates of Victoria College, residing at Cobourg.

THE CONVOCATION.—The essays delivered by the Graduates in Arts, both in the forenoon and the afternoon, were of the usual excellence. The Registrar of the University, Prof. Wilson, presented the graduates in arts to the President, and Dr. Barryman the graduates in medicine. The proceedings, both in the forenoon and afternoon, were opened by prayer. The following is the list of degrees conferred and prizes presented:—B.A.—Thomas Adams, Hamilton Fisk Biggar, John Burwash, John B. Clarkson, John Cartwright Detlor, Wm. Moore Elliott, Chas. E. Hickey; Henry Hough, J. E. Howell, David Kennedy, William Henry Lowe, Wm. Franklin Metcalf, Wm. Fred. Morrison, Alfred McLatchie, Robt. Shaw, Wm. C. Washington, Wm. Watson, Richard Watson Williams, and John Ryerson Youmans. M.A.—*In coursus*: W. Beattie, B.A.; *Ad eundem*: Henry Homer Hutton; *Honorary*: Rev. Jas. Spencer. D.D.—*Honorary*: Rev. Wellington Jeffers. LL.B.—William McCabe.

M.D.—James W. Alway, Joseph V. Prynning, Isaac Wesley Burkholder, Chas. Chamberlain, George Forbes, John Fulton, Donald Jackson, Culling O. Knowles, Wm. H. Law, Alex. Mackerscher, Samuel P. May, Loftus B. MacInnes, William Philp, Jay W. Schooley, Alexander C. Sinclair, Wm. E. Smith, and George J. L. Spencer.

HONORS IN ARTS.—Gold Medal—Thomas Adams; Silver Medal—John Burwash. *Scripture History*—Ryerson Prize—Josiah E. Rodgers; second prize—Edward Charlton. *Metaphysical Prize*—David Kennedy. *English Essays*—Webster Prize (1st)—John B. Clarkson; Hodgins Prize (2nd)—John Edward Ross. *Prizes in Medicine*—Gold Medal—John Fulton; Silver Medal—W. Philp. *Grammar School Prizes*—*Scripture History*: First in their respective classes—John S. Lark, Charles R. W. Biggar, and E. S. Washington.

ESSAYS.—"Mission of Thought," by Thomas Adams; "Constituents of Greatness," by John Burwash; "The Future of British North America," by William E. Elliott; "Great Men as Types," by C. E. Hickey; "Realities of Life," by D. Kennedy; "Mystery," by John R. Youmans; "Valedictory," by Henry Hough.

The past session has been one of great success. About three hundred students have been in constant attendance, while, as far as we can learn, no university in this Province has had in one year a larger graduating class in arts. The Faculty of Law, established during the past year, though but in its infancy, has met with most encouraging success—nearly twenty having presented themselves for examination in the different years. The *Convocation* was held on Wednesday evening; William Kerr, Esq., M.A., President of the Alumni Association, ably presided over the meeting. Appropriate remarks were made by the Rev. Dr. Nelles; Thos. Holden, Esq., Toronto; William Beatty, Esq., Thorold; and the Rev. W. C. Henderson, B.A., of Kingston.—*Corres. Christian Guardian*.

— **CANADIAN LITERARY INSTITUTE, WOODSTOCK.**—On the 25th ult., the Students of the Canadian Literary Institute, presented their respected Principal, the Rev. R. A. Fyfe, D.D., with a neat and costly service of plate. The gift was wholly unexpected, and the presentation took the reverend gentleman by surprise. This graceful act of personal good-will and esteem was accompanied by an address, from which we make the following extract:—"In conclusion, we earnestly desire that you may long be spared to sustain your present relation as Principal: that you may be ably sustained in the exercise of your high calling; and that, under God the great aims of which our noble institution is the exponent may be carried out, viz:—The mental and moral instruction of youth of both sexes, and the training of young men for the gospel ministry—interests of great moment to every lover of God and mankind, and of the utmost importance to the Baptist denomination throughout Canada." In reply, Dr. Duff, in justice as he said, to the interest which the students felt in the prosperity of the Institute, gave a rapid, but interesting detail of the various attempts which had been made at different times to establish a Baptist College in

Canada. In doing so, he dwelt upon the points of difference in the organization of those which failed, and the present successful one—the Canadian Literary Institute.—*Woodstock Times*.

— **BELLEVILLE SEMINARY EXAMINATIONS.**—The Winter Term of the Belleville Seminary having closed on Wednesday, the 8th inst., public examinations of the several classes were held on Monday, Tuesday, and Wednesday. A friend who was present at the examination informs us that the students acquitted themselves creditably, giving evidence in most cases of studious application on their part, as well as most careful training on the part of their teachers. One feature of the examination, which must have been apparent to all, was the entire absence of any thing like examining for the occasion. We believe that the system of teaching pursued is one in which full confidence may be placed. The Exhibition on Tuesday evening, which was under the care of the Literary Society. On Wednesday evening the Exhibition was very successful. The essays and orations were all original, and many of the pieces were of a high order of merit.—*Intelligencer*.

— **THE COLLEGE OF ST. THERESE**, in Lower Canada, has commenced the teaching of agriculture as a science and art. The college possesses a farm of five hundred acres, which is to be tilled by the students, part of the day being devoted to this labour and part to the course of instruction at the college. The full and thorough course extends over three years and the terms for board and tuition are placed at the surprisingly low figure \$72 a year. A complete course may be taken in one year if desired.

— **LAVAL UNIVERSITY.**—Thursday last being the two-hundredth anniversary of the founding of the Quebec Seminary, it was celebrated in an imposing manner by the Professors and Students of that establishment. The courtyard was gaily decorated with flags of the different nationalities suspended from the windows of the building. A beautiful arch was erected at the entrance leading from the market square, with rows of evergreen extending toward the main gate. The chapel was gorgeously decorated with flowers and paintings, several altars being erected at the sides in addition to the main one. At six o'clock in the morning, a grand high mass was sung in thanksgiving for the success of the Seminary founded 200 years ago by Mgr. Laval. During the afternoon the chapel and grounds were visited by hundreds of our citizens. In the evening a grand vocal concert took place in the lecture hall of the Laval University, which was crowded to suffocation.

— **UNIVERSITY OF MCGILL COLLEGE.**—The Annual Meeting of the Convocation was held on the 15th inst., in the William Molson Hall, of this College. Mr. Principal Dawson presided. The proceedings having been opened with prayer, Mr. W. C. Baynes, B.A., the secretary, read the minutes of the last convocation, which were approved. Wm. Busby Lamb Esq., B.C.L., was then elected Fellow for the Faculty of Law, for this year; T. W. Jones, Esq., M.D., Fellow for the Faculty of Medicine; and Brown Chamberlin, Esq., B.A., was elected Fellow for the Faculty of Arts. Rev. Dr. Leach then read the following list of Students in Arts to whom prizes and honours were awarded: *Degree of B. A.*—Norman William Trenholme, Sampson Paul Robbins, Lemuel Cushing, Thomas Fairbairn, Leonidas Heber Davidson, Charles Peers Davidson, Richard John Wicksteed, Elisha Joseph Fessenden, David Prescott Merritt, Frederick Lyman, David Ross McCord, John D. Clower. *Graduates in Civil Engineering.*—George Edwards, Maurice Gaviller, John Lestock Reid.

HONOURS AND PRIZES. Graduating Class.—Chapman Gold Medal, for General Standing and First Rank Honours in Moral Philosophy and Rhetoric, Norman William Trenholme. Prince of Wales Gold Medal, for Mathematics and Natural Philosophy, Sampson Paul Robbins. Honours, in Classics—First Rank Honours, Lemuel Cushing. First Rank Honours, Richard John Wicksteed. Honours in Moral Philosophy and Rhetoric—Second Rank Honours, Thomas Fairbairn, "Certificate in German, advanced course. Lemuel Cushing, "Certificate in German, Elementary Course.—*Students of the Third Year*—Archibald Duff—First Rank General Honours; First Rank Honours in Mathematics and Natural Philosophy; —. McGregor—First Rank General Honours; Prize in Rhetoric; "Certificate in French. Alvan F. Sherrill—First Rank General Honours; First Rank Honours in Classics; Certificate in German. John Alexander Bothwell—Second Rank General Honours; First Rank Honours in Rhetoric; Prize in Rhetoric for Essay; Prize in Zoology. George Austin Baird—Second Rank General Honours; First Rank Honours in Classics. John A. Muir—"Certificate in German. *Students of the Second Year.*—Robert Wardrop—First Rank General Honours; First Rank Honours in Mathematics; "Cer-

* Certificates are of the same value as prizes, in respect of honours.

tificate in Classics; Certificate in Botany. Edward Horatio Kraus—First Rank General Honours; First Rank Honours in Logic; Prize in Logic; *Certificate in Classics, in French, in Botany. Robert Short—in Logic for Essay. *Students of the First Year.*—M. B. Bethune—First Rank General Honours; First Rank Honours in Mathematics; *Certificate in Classics.—J. De W. Anderson—Prize in English Literature; *Certificate in Classics. Louis Hart.—Prize for Essay on the English Language, under the signature of "Junius." Prize for Essay on the European Languages.

ENGINEERING STUDENTS. *First Year.*—G. P. Rixford—*Certificate in Chemistry; in Surveying, in Drawing.

Mr. John A. Bothwell, Durham, who had written the prize essay in the Arts Faculty, was called up to read a portion of his thesis, which he did, receiving applause on several occasions. The graduates entitled to the Degree of B.A. were now called up and capped with the usual ceremony. Prof. Robins, one of those who had received the Degree of B.A., read an able and well-worded valedictory, which was frequently applauded. The names of those who received the Degree of M.A. are Arthur H. Plimsoll and Jas. L. Mason. Rev. Prof. Cornish, Prof. of Classical Literature, delivered an excellent parting address to the graduates. Mr. Principal Dawson now addressed the meeting, announcing that the gentlemen on whom the honorary degree of M.A. had been conferred this year were Rev. A. F. Kemp and Rev. Prof. Cornish, whose services in behalf of education were warmly eulogised. The meeting was brought to a close with the Benediction, pronounced by Rev. Mr. Cornish.—*Mon. Gazette.*

—**QUEEN'S COLLEGE UNIVERSITY.**—A meeting of the Convocation of Queen's University was held on 26th March, for the purpose of conferring degrees in Medicine upon those students in Queen's College who had passed the necessary examinations. The Dean of the Faculty of Medicine, John R. Dickson, M.D., in announcing the names, said there was no University with which he was acquainted that had a fuller or more rigid course of examination. He observed that they had their Doctors of Medicine in all parts of the world. Some of them were in the Royal Navy, others in California and British Columbia, and some in Australia. One of the graduates in Australia had lately been delivering a course of lectures on scientific subjects, and, he had heard, had lately performed some intricate operations in surgery. This showed that in nine years the College had made progress. The Principal then proceeded to confer the degree of Doctor of Medicine upon the following gentlemen:—A. K. Aylesworth, James Beckett, John L. Bray, John Channenhous, William F. Coleman, William D. Elwell, Edward G. Ferguson, B. B. Ferguson, T. B. Powells, Isaac F. Ingersoll, Chamberlain A. Irwin, Robert Kivencid, James McCammon, Thomas L. McLean, Andrew Moore, Alfred S. Oliver, Thomas K. Ross, Joseph B. Ruttan, John R. Smith, Thomas Sullivan, Joseph W. Shirley, — Watson, M.D., John A. Wilson, Horace P. Yeomans, B.A.—*News.*

—**MEETING OF QUEEN'S UNIVERSITY CONVOCATION.**—At the Convocation of Queen's College, on the 30th ult, degrees were conferred upon graduates in Theology, Arts, and Law. Convocation Hall was well filled with ladies and gentlemen, and the platform was occupied by Trustees, Professors, clergymen and graduates. The Principal, the Rev. Dr. Leitch, took the chair.—The Registrar read a minute of the Senatus Academicus, conferring the degree of Doctor of Law upon—The Hon. John Alexander Macdonald, ex-Attorney-General West, and the Rev. Michael Willis, Principal of Knox's College, Toronto. The ceremony of laureation was proceeded with, and the following graduates received their diplomas:—Bachelor of Divinity.—Donald Ross, M.A. Bachelor of Law.—J. P. Gildersleeve, with honours; A. F. Drummond, do; C. V. Price, do; Edward Boyd, do; Joseph Buckley, do. Master of Arts.—John S. Lockhead, B.A.; Duncan Macdonald, B.A.; John K. McMorine, B.A.; James Currie Smith, B.A. Bachelor of Arts.—William Rutherford Bain, Daniel Edmondstone, Thomas Brooks Ferguson, E. Baldwin Fralick, Alexander Jamieson, with honours; Robert Jardine, with honours in Classics, Mathematics, Natural History and Natural Philosophy; Robert Mudie, John V. Noel, with honours in Literature; James Sheal, George Thompson, George Augustus Yeomans. Doctor of Medicine.—Dr. Watson, a medical graduate, was also capped, he not having been present at the last meeting. The usual congratulations between the students and professors having taken place, the principal announced the names of those students who had passed the annual University examination, also the names of those who had received class certificates and gained scholarships. The prizes were next distributed, and the principal delivered a valedictory address, after which the meeting was dismissed. At the close meeting of Convocation held immediately afterward, the election of a Fellow in each faculty was proceeded with. On

motion of the Rev. Dr. Urquhart, seconded by the Rev. Mr. —, Mr. Donald Ross, M.A., B.D., was elected fellow of the faculty of Divinity. Two gentlemen were nominated for the Fellowship in arts—Mr. John Maule Machar, M.A., Kingston, and Mr. Craig, B.A., Kingston. Mr. Machar received a large majority of suffrages, and was elected. In the Faculty of Law there were three gentlemen nominated, respectively, Messrs. J. P. Gildersleeve, C. V. Price, and — Drummond. The first vote showing that the choice of the Convocation lay between Messrs. Price and Drummond, a second vote was taken, when Mr. Price received 23 votes and Mr. Drummond 25. Mr. Gildersleeve had received 19 votes. Mr. Drummond was consequently declared elected. In the Faculty of Medicine there was no election. *Number of Graduates in Session 1862-3.*—In Theology—B.D. 1. In Law—LL.D. 2; LL.B. 5. In Medicine—M.D. 25. In Arts.—M.A. 4; B.A. 11. Total, 48.—*Kingston News.*

X. Literary and Scientific Intelligence.

—**THE ENTOMOLOGICAL SOCIETY OF CANADA.**—On Thursday last, the 15th instant, a meeting of Entomologists was held in the rooms of the Canadian Institute of this city, for the purpose of organizing the above Society. The following gentlemen were present:—Professors Hincks and Croft, Drs. Cowdry and Morris, the Rev. C. J. Bethune, Messrs. W. Saunders of London, Sangster, Hubbert, and H. Cowdry. Professor Hincks occupied the chair. The following resolutions were unanimously adopted:—1. That a Society be formed, to be called the Entomological Society of Canada, consisting of all students and lovers of entomology, who shall express their desire to join it and conform to its regulations. 2. That its officers shall consist of a President, a Secretary-Treasurer, and a Curator, to be elected annually at the first general meeting in each year, whose duty it shall be to manage all the affairs of the Society. 3. That the annual contribution of members shall be two dollars. 4. That application be made to the Canadian Institute for the use of a room in their building for the purposes of the Society. 5. That two separate collections be formed, a general one to be the property of the Canadian Institute, and a duplicate one to be the property of the Society, and to consist of all surplus specimens contributed to the Society by members; and that all members be at liberty to exchange species for species, under the supervision of the Curator. 6. That the meetings be held at 3 p.m. on the first Tuesday in each month, and that special meetings may be called, when necessary, by the officers. 7. That Professor Croft be the President for the present year, that Mr. William Saunders be the Secretary-Treasurer, and Mr. Hubbert the Curator. 8. That the President be authorised to bring the subject before the council of the Canadian Institute at its next meeting. The following papers were then read to the Society:—"Remarks on the Spring insects of Canada," by the Rev. C. J. Bethune; "On the Canadian Arctiadae," by Mr. W. Saunders. The Society then adjourned.—*Leader.*

—**AMERICAN AGRICULTURAL COLLEGES.**—Congress has recently passed a Bill giving to each State 30,000 acres of land for each senator and representative in Congress from said State under the apportionment made in the census of 1860. Each State is to use this land for the purpose of "endowment, support and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are relative to agriculture and the mechanic arts."

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APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR UPPER CANADA, FOR 1863.

Circular to the Clerk of each County, City, Town, and Village Municipality in Upper Canada.

SIR,—I have the honour to transmit herewith, a certified copy of the apportionment for the current year, of the Legislative School Grant to each City, Town, Village, and Township, in Upper Canada. This apportionment will be payable at this Office, to the Agent of the Treasurer of your Municipality, on the 1st of July, provided that the School Accounts have been duly audited, and, together with the Auditors' and Local Superintendents' Reports, have been transmitted to the Department.

The basis of apportionment to the several Counties, Cities, Towns, Villages, and Townships for this year, is the census returns of 1861. By this means a just and equitable apportion-

ment has been made to those new and thinly settled Counties where poor schools have heretofore existed, and where the ordinary Legislative and Municipal grants were not in former years sufficient to enable Trustees to sustain the schools during the whole year.

Where Separate Schools exist, the sum apportioned to the Municipality has been divided among the Common and Roman Catholic Separate Schools therein, according to the average attendance of pupils at both classes of Schools during last year, as reported by the Trustees.

The gross sum apportioned to all the schools this year is the same as that apportioned last year.

The apportionment is made on the supposition that the amount placed on the estimates, for the support of Common Schools, as presented to the House of Assembly before the dissolution, will be voted on the meeting of Parliament. But according to an intimation made to me by order of the Finance Minister, that part of it which depends upon the annual vote of Parliament (namely, four-ninths), will not be payable until it is voted by Parliament—the Legislative Assembly having been dissolved before the estimates were passed. There is, however, I think, no doubt that the whole sum will be voted on the re-assembling of Parliament.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I am Sir, your obedient Servant,

Education Office,

E. RYERSON.

Toronto, 18th June, 1863.

Apportionment to Counties, for 1863.

1. COUNTY OF GLENGARRY.		
Townships.		Apportionment.
Charlottenburgh		\$711 00
Do. for Separate Schools	\$63 00	
Kenyon		568 00
Lancaster		495 00
Do. for Separate Schools	30 00	
Lochiel		512 00
Do. for Separate School	70 00	
Total for County, \$2454.	\$158 00	\$2276 00
2. COUNTY OF STORMONT.		
Cornwall		\$675 00
Finch		276 00
Oranbrack		648 00
Roxborough		364 00
		\$1963 00

3. COUNTY OF DUNDAS.		
Townships.		Apportionment.
Matilda		\$558 00
Mountain		423 00
Williamsburgh		537 00
Winchester		470 00
		\$1988 00
4. COUNTY OF PRESCOTT.		
Alfred		\$156 00
Caledonia		124 00
Hawkesbury, East		359 00
Do. for Separate Schools	\$126 00	
Do. West		251 00
Longueuil		185 00
Plantagenet, North		252 00
Do. for Separate School	39 00	
Do. South		143 00
		\$165 00
Total for County, \$1634.		\$1469 00

5. COUNTY OF RUSSELL.		
Townships.		Apportionment.
Cambridge		\$78 00
Clarence		300 00
Cumberland		
Do. for Separate School*	\$ —	
Russell		205 00
Total for County, \$783.		\$ —
6. COUNTY OF CARLETON.		
Fitzroy		\$354 00
Do. for Separate School	\$18 00	
Gloucester		520 00
Goulbourn		355 00
Gower, North		286 00
Huntley		504 00

* The reports from the Townships of Cumberland and Orillia being incomplete, the apportionment for the Common and Separate Schools there cannot be determined until the receipt of more information.

Townships.	Apportionment.	
COUNTY OF CARLETON—Continued.		
March		167 00
Marlborough		258 00
Do. for Separate School	\$10 00	
Nepean		453 00
Do. for Separate School	24 00	
Osgoode		408 00
Torbolton		77 00
	\$53 00	\$3292 00
Total for County, \$3344.		

7. COUNTY OF GREENVILLE.		
Argente	\$635 00	
Edwardsburgh	592 00	
Do. for Separate School	\$45 00	
Gower, South	125 00	
Oxford on Rideau	515 00	
Wolford	340 00	
	\$45 00	\$3205 00
Total for County, \$2350.		

8. COUNTY OF LEEDS.		
Eastard	\$420 00	
Burgess South	39 00	
Crosby North	245 00	
Do. South	245 00	
Elizabethtown	608 00	
Elmsley South	161 00	
Escott Front	183 00	
Kitley	204 00	
Leeds and Lansdowne Front	581 00	
Do. do. Rear	251 00	
Orange Front	304 00	
Yonge and Escott Rear	358 00	
		\$3639 00

9. COUNTY OF LANARK.		
Bathurst	\$276 00	
Beckwith	221 00	
Burness North	150 00	
Dalhousie	178 00	
Do. for Separate School	\$16 00	
Darling	108 00	
Drummond	300 00	
Elmsley North	180 00	
Lanark	293 00	
Lavant	33 00	
Montague	899 00	
Pakenham	290 00	
Ramsay	471 00	
Sherbrooke North	45 00	
Do. South	84 00	
	\$16 00	\$3130 00
Total for County, \$3148.		

10. COUNTY OF RENFREW.		
Admaston	\$196 00	
Algona	46 00	
Alice	83 00	
Barot and Brougham	178 00	
Ritfield	20 00	
Bromley	146 00	
Brudenell, Raglan, and Radcliffe	115 00	
Grattan	188 00	
Do. for Separate School	\$6 00	
Horton	137 00	
McNab	\$13 00	
Pembroke	60 00	
Peterawa, Buchanan and McKay	42 00	
Rolph and Wylie	20 00	
Ross	150 00	
Sebastopol and Griffith	67 00	
Stafford	66 00	
Westmeath	230 00	
Wilberforce	146 00	
	\$6 00	\$2076 00
Total for County, \$2076.		

11. COUNTY OF FRONTENAC.		
Barrie and Clarendon	\$53 00	
Bedford	160 00	
Do. for Separate School	\$25 00	
Minohintbrooke	57 00	
Kennebec	40 00	
Kingston	500 00	
Do. for Separate School	\$7 00	
Loughborough	281 00	
Miller and Chasanto	7 00	
Olsen	50 00	
Oso	40 00	
Palmerston	14 00	
Pittsburgh	405 00	
Do. for Separate Schools	10 00	
Portland	836 00	
Storrington	333 00	
Wolfe Island	353 00	
Do. for Separate Schools	68 00	
	\$194 00	\$2379 00
Total for County, \$2379.		

Townships.	Apportionment.	
12. COUNTY OF ADDINGTON.		
Amherst Island		\$146 00
Anglesea		31 00
Camden East		730 00
Do. for Separate School	\$34 00	
Denbigh and Alving		20 00
Ernestown		543 00
Kaladar		134 00
Sheffield		311 00
Do. for Separate School	25 00	
Total for County, \$1944.	\$30 00	\$1885 00

13. COUNTY OF LENNOX.		
Adolphustown	\$92 00	
Fredericksburgh North and South	388 00	
Richmond	306 00	
		\$876 00

14. COUNTY OF PRINCE EDWARD.		
Ameliasburgh	\$401 00	
Athol	309 00	
Hallowell	405 00	
Do. for Separate School	\$14 00	
Hillier	250 00	
Marysburgh	445 00	
Sophiasburgh	328 00	
	\$14 00	\$2068 00
Total for County, \$2067.		

15. COUNTY OF HASTINGS.		
Elsevir	\$150 00	
Hungerford	473 00	
Do. for Separate School	\$27 00	
Hamington	335 00	
Madoc	412 00	
Marmora and Lake	173 00	
Rawdon	412 00	
Sidney	584 00	
Tudor	97 00	
Thurlow	541 00	
Do. for Separate School	16 00	
Tyendinaga	835 00	
Hastings Road	77 00	
	\$43 00	\$4068 00
Total for County, \$4121.		

16. COUNTY OF NORTHUMBERLAND.		
Alnwick	\$150 00	
Brighton	426 00	
Cramahe	441 00	
Haldimand	706 00	
Hamilton	736 00	
Monaghan South	148 00	
Murray	415 00	
Percy	581 00	
Do. for Separate School	\$23 00	
Seymour	441 00	
	\$23 00	\$3630 00
Total for County, \$3630.		

17. COUNTY OF DURHAM.		
Cartwright	\$313 00	
Cavan	588 00	
Douro	756 00	
Darlington	794 00	
Hope	676 00	
Manvers	463 00	
		\$3585 00

18. COUNTY OF PETERBOROUGH.		
Asphodel	\$334 00	
Belmont and Methuen	79 00	
Douro	289 00	
Dummer	248 00	
Ennismore	90 00	
Galway	40 00	
Harvey	41 00	
Minden, Stanhope and Dymart	31 00	
Monaghan North	147 00	
Otonabee	466 00	
Do. for Separate School	\$38 00	
Smith	456 00	
Snowdon	21 00	
	\$38 00	\$3304 00
Total for County, \$3342.		

19. COUNTY OF VICTORIA.		
Anson	\$12 00	
Baxley	26 00	
Carden	71 00	
Dalton	7 00	
Digby	10 00	
Eldon	253 00	
Emily	451 00	
Fenelon	244 00	
Hindon	1 00	
Laxton	46 00	
Lutterworth	56 00	
Macaulay and Draper	3 00	
Maple	633 00	
Ops	330 00	
Somerville	70 00	
Vernham	177 00	
		\$2423 00

Townships.	Apportionment.	
20. COUNTY OF ONTARIO.		
Brook		\$331 00
Mara		232 00
Pickering		930 00
Rama		48 00
Reach		714 00
Scott		549 00
Scugog Island		80 00
Thorah		198 00
Uxbridge		423 00
Whitby East		421 00
Do. West		407 00
		\$4286 00

21. COUNTY OF YORK.		
Etobicoke	\$301 00	
Do. for Separate School	\$11 00	
Georgina	171 00	
Gwillimbury East	444 00	
Do. North	311 00	
King	927 00	
Markham	905 00	
Scarborough	558 00	
Vaughan	314 00	
Whitchurch, including Aurora	633 00	
York	1004 00	
Do. for Separate Schools	124 00	
	\$125 00	\$3297 00
Total for County, \$3423.		

22. COUNTY OF PEELE.		
Albion	\$223 00	
Caledon	537 00	
Chingquaconny	788 00	
Gore of Toronto	177 00	
Do. for Separate School	\$21 00	
Toronto	738 00	
	\$21 00	\$2635 00
Total for County, \$2635.		

23. COUNTY OF SIMCOE.		
Adela	\$315 00	
Essex	333 00	
Flo	109 00	
Gwillimbury West	413 00	
Innisfil	585 00	
Medonte	188 00	
Mono	416 00	
Morrison and Muskoka	34 00	
Mulmur	305 00	
Nottawasaga	467 00	
Orillia and Matchedash		
Do. for Separate School	\$—	
Oro	349 00	
Sunnidale	113 00	
Tay and Tiny	225 00	
Tecumseth	523 00	
Toscoronto	123 00	
Vespra	116 00	
Do. for Separate School	\$10 00	
	\$—	\$—
Total for County, \$4598.		

24. COUNTY OF HALTON.		
Bequeing, including Georgetown	\$351 00	
Nasagawaya	323 00	
Nelson	534 00	
Trafalgar	673 00	
		\$2481 00

25. COUNTY OF WENTWORTH.		
Ancaster	\$379 00	
Barton	333 00	
Beverly	736 00	
Binbrooke	941 00	
Flamborough East	419 00	
Do. for Separate School	\$23 00	
Flamborough West	428 00	
Glanford	233 00	
Salisbury	315 00	
	\$23 00	\$3295 00
Total for County, \$3327.		

26. COUNTY OF BRANT.		
Brantford	\$789 00	
Burford	645 00	
Dumfries South	469 00	
Oakland	135 00	
Onondaga	336 00	
Tuscarora	135 00	
		\$3265 00

27. COUNTY OF LINCOLN.		
Caistor	\$330 00	
Clinton	336 00	
Gainborough	340 00	
Grantham, including Port Dalhousie	400 00	
Do. for Separate School	\$41 00	
Grimby	345 00	
Louth	233 00	
Niagara	270 00	
	\$41 00	\$2168 00
Total for County, \$2203.		

* See note on preceding page.

Townships.	Apportionment.
22. COUNTY OF WELLAND.	
Bertie.....	\$307 00
Crowland.....	167 00
Lumberstone.....	340 00
Elham.....	364 00
Hamford.....	340 00
Horold.....	325 00
Wainfleet.....	308 00
Willoughby.....	178 00
Total for County, \$2344 00	

Townships.	Apportionment.
23. COUNTY OF HALDIMAND.	
Barnborough.....	\$145 00
Bayana North.....	248 00
do South.....	107 00
Barna.....	709 00
Moulton and Sherbrooke.....	205 00
Beaside.....	314 00
Do. for Separate School.....	\$36 00
Bathurst.....	345 00
Seneca.....	303 00
Walpole.....	556 00
Total for County, \$2354 00	\$36 00 \$2390 00

Townships.	Apportionment.
24. COUNTY OF NORFOLK.	
Charlottesville.....	\$390 00
Georgetown.....	225 00
Kidlington.....	353 00
Wainfleet.....	600 00
Wainham.....	558 00
Windham.....	456 00
Do. for Separate School.....	\$24 00
Woodhouse and Gore.....	425 00
Total for County, \$3070 00	\$14 00 \$3084 00

Townships.	Apportionment.
25. COUNTY OF OXFORD.	
Barford.....	\$230 00
Bensham.....	801 00
Braham.....	630 00
Thosuri East.....	490 00
Thosuri North.....	394 00
do South.....	337 00
Thosuri North.....	203 00
do East.....	314 00
do West.....	313 00
Thosuri East.....	513 00
do West.....	424 00
Total for County, \$4503 00	

Townships.	Apportionment.
26. COUNTY OF WATERLOO.	
Amfries North.....	\$478 00
Waterloo North.....	456 00
do South.....	450 00
Felkeley.....	617 00
Do. for Separate Schools.....	\$60 00
Elmot.....	632 00
Do. for Separate Schools.....	77 00
Georgetown.....	694 00
Total for County, \$3383 00	\$137 00 \$3520 00

Townships.	Apportionment.
27. COUNTY OF WELLINGTON.	
Manth.....	\$137 00
Thosuri.....	397 00
Do. for Separate Schools.....	\$116 00
Amfries.....	414 00
Thosuri.....	560 00
Amfries.....	550 00
Thosuri.....	355 00
Thosuri.....	79 00
Amfries.....	360 00
Thosuri.....	360 00
Thosuri.....	243 00
Do. for Separate School.....	\$3 00
Thosuri.....	575 00
Thosuri.....	253 00
Do. for Separate Schools.....	\$3 00
Thosuri.....	540 00
Total for County, \$4820 00	\$170 00 \$4990 00

Townships.	Apportionment.
28. COUNTY OF GREY.	
temeria.....	\$206 00
ntinck.....	383 00
illingwood.....	171 00
rtby.....	143 00
remont.....	337 00
phrasia.....	169 00
eneig.....	353 00
Almond.....	238 00
Do. for Separate School.....	\$38 00
appel, Sarawak and Brooke.....	68 00
Almond.....	156 00
Armanby.....	362 00
Do. for Separate Schools.....	\$6 00
prey.....	208 00
uton.....	143 00
Vincent.....	344 00
livan.....	183 00
Do. for Separate School.....	17 00
denham.....	347 00
Total for County, \$4088 00	\$248 00 \$4336 00

Townships.	Apportionment.
29. COUNTY OF PERTH.	
Blanchard.....	\$484 00
Downie.....	415 00
Easthope North.....	350 00
do South.....	367 00
Ellice.....	360 00
Do. for Separate School.....	\$40 00
Elma.....	375 00
Fullarton.....	332 00
Hibbert.....	337 00
Logan.....	350 00
Mornington.....	340 00
Wallace.....	276 00
Total for County, \$3583 00	\$40 00 \$3623 00

Townships.	Apportionment.
30. COUNTY OF HURON.	
Ashfield.....	\$300 00
Colborne.....	214 00
Goderich.....	411 00
Grey.....	283 00
Hay.....	351 00
Howick.....	258 00
Hullett.....	287 00
Do. for Separate School.....	\$23 00
McKillop.....	278 00
Morris.....	268 00
Stanley and Bayfield.....	303 00
Stephen.....	307 00
Do. for Separate Schools.....	17 00
Tuckersmith.....	370 00
Turnberry.....	145 00
Wawanosh.....	363 00
Usborne.....	370 00
Total for County, \$4637 00	\$40 00 \$4677 00

Townships.	Apportionment.
31. COUNTY OF BRUCE.	
Albion.....	\$6 00
Amabel.....	30 00
Arran.....	238 00
Brant.....	340 00
Bruce.....	258 00
Carriack.....	363 00
Culross.....	247 00
Do. Separate School.....	\$13 00
Elderslie.....	204 00
Greenock.....	178 00
Do. Separate School.....	\$3 00
Huron.....	279 00
Kincardine.....	334 00
Kinloss.....	211 00
Saugeen.....	174 00
Total for County, \$2973 00	\$46 00 \$3019 00

Townships.	Apportionment.
32. COUNTY OF MIDDLESEX.	
Adelaide.....	\$238 00
Biddulph.....	391 00
Carradoc.....	434 00
Delaware.....	308 00
Dorchester, North.....	463 00
Elfrid.....	306 00
Lobo.....	408 00
London.....	1111 00
McGillivray.....	450 00
Metcalfe.....	300 00
Mosa.....	348 00
Nissouri, West.....	361 00
Westminster.....	708 00
Do. Separate School.....	\$14 00
Williams, East.....	284 00
do West.....	253 00
Do. Separate School.....	\$3 00
Total for County, \$3217 00	\$36 00 \$3253 00

Townships.	Apportionment.
33. COUNTY OF ELGIN.	
Aldborough.....	\$367 00
Bayham.....	591 00
Dorchester, South.....	363 00
Dunwich.....	333 00
Malahide.....	611 00
Southwold.....	638 00
Yarmouth.....	709 00
Total for County, \$3391 00	

Townships.	Apportionment.
34. COUNTY OF KENT.	
Camden and Gore.....	\$315 00
Chatham and Gore.....	413 00
Dover, East and West.....	305 00
Harwich.....	511 00
Do. for Separate School.....	\$13 00
Howard.....	487 00
Orford.....	236 00
Raleigh.....	340 00
Do. for Separate School.....	\$1 00
Romney.....	54 00
Tilbury, East.....	145 00
Zone.....	183 00
Total for County, \$2088 00	\$103 00 \$2191 00

Townships.	Apportionment.
35. COUNTY OF LAMBTON.	
Bosquet.....	\$266 00
Brooke.....	184 00
Dawn.....	83 00
Barnscliffe.....	123 00
Euphemie.....	243 00
Moore.....	390 00
Plympton.....	478 00

Townships.	Apportionment.
COUNTY OF LAMBTON—Continued.	
Sarnia.....	179 00
Sombra.....	308 00
Warwick.....	389 00
Total for County, \$2471 00	

Townships.	Apportionment.
36. COUNTY OF ESSEX.	
Anderdon.....	\$173 00
Colchester.....	303 00
Gosfield.....	370 00
Maldstone.....	161 00
Do. for Separate School.....	\$23 00
Malden.....	179 00
Mersea.....	246 00
Rochester.....	155 00
Sandwich East.....	568 00
Sandwich West.....	136 00
Tilbury, West.....	136 00
Total for County, \$2319 00	\$23 00 \$2342 00

Apportionment to Cities, Towns, and Villages, for 1863.

Cities—	Common Schools.	R. C. Sep. Schools.	Total.
Toronto.....	\$3487 00	\$1686 00	\$5173 00
Hamilton.....	1780 00	435 00	2215 00
Kingston.....	1160 00	430 00	1590 00
London.....	1175 00	152 00	1327 00
Ottawa.....	709 00	977 00	1686 00
Total for Cities, \$12291 00	\$3650 00	\$15941 00	

Towns—	Common Schools.	R. C. Sep. Schools.	Total.
Amherstburgh.....	\$184 00	\$81 00	\$265 00
Barrie.....	136 00	108 00	244 00
Belleville.....	548 00	173 00	721 00
Berlin.....	206 00	18 00	224 00
Bowmanville.....	312 00	00 00	312 00
Brantford.....	627 00	96 00	723 00
Brockville.....	322 00	150 00	472 00
Chatham.....	440 00	66 00	506 00
Clifton.....	96 00	52 00	148 00
Cobourg.....	456 00	116 00	572 00
Collingwood.....	159 00	00 00	159 00
Cornwall.....	220 00	00 00	220 00
Dundas.....	188 00	139 00	327 00
Galt.....	352 00	00 00	352 00
Goderich.....	371 00	00 00	371 00
Guelph.....	415 00	168 00	583 00
Ingersoll.....	236 00	55 00	291 00
Lindsay.....	98 00	121 00	219 00
Milton.....	104 00	00 00	104 00
Niagara.....	186 00	53 00	239 00
Oakville.....	118 00	48 00	166 00
Owen Sound.....	254 00	00 00	254 00
Paris.....	223 00	40 00	263 00
Perth.....	00 00	273 00	273 00
Peterborough.....	332 00	125 00	457 00
Pictou.....	176 00	61 00	237 00
Port Hope.....	478 00	00 00	478 00
Prescott.....	160 00	137 00	297 00
Sandwich.....	113 00	00 00	113 00
Sarnia.....	240 00	00 00	240 00
St. Catharines.....	507 00	215 00	722 00
St. Thomas.....	187 00	00 00	187 00
Simcoe.....	213 00	00 00	213 00
Stratford.....	323 00	00 00	323 00
Whitby.....	251 00	29 00	280 00
Windsor.....	287 00	00 00	287 00
Woodstock.....	383 00	00 00	383 00
Total for Towns, \$12273 00			

* The Report from Perth, not having been received, the apportionment for the common and separate schools in that place cannot yet be determined. It is to be regretted that this Municipality continues to be annually in default in this respect.

Incorporated Villages—	Common Schools.	R. C. Sep. Schools.	Total.
Arnprior.....	\$86 00	00 00	\$86 00
Ashburnham.....	114 00	00 00	114 00
Aurora.....	83 00	00 00	83 00
Bath.....	119 00	00 00	119 00
Bradford.....	187 00	00 00	187 00
Brampton.....	135 00	00 00	135 00
Brighton.....	126 00	00 00	126 00
Caledonia.....	87 00	00 00	87 00
Cayuga.....	126 00	00 00	126 00
Chippewa.....	115 00	00 00	115 00
Clinton.....	98 00	00 00	98 00
Colborne.....	145 00	00 00	145 00
Dunnville.....	119 00	00 00	119 00
Elora.....	68 00	00 00	68 00
Embro.....	115 00	18 00	133 00
Fergus.....	61 00	20 00	81 00
Fort Erie.....	144 00	00 00	144 00
Hawkesbury.....	80 00	00 00	80 00
Hespeler.....	85 00	00 00	85 00
Holland Landing.....	71 00	00 00	71 00
Iroquois.....	123 00	00 00	123 00
Kemptville.....	118 00	00 00	118 00
Kincardine.....	60 00	00 00	60 00
Lanark.....	80 00	00 00	80 00
Merriekville.....	138 00	00 00	138 00
Mitchell.....	98 00	00 00	98 00
Morrisburg.....	167 00	00 00	167 00
Napanee.....	110 00	00 00	110 00
Newburgh.....	118 00	00 00	118 00
Newcastle.....	118 00	00 00	118 00

Incorporated Villages—Continued.

	Common Schools.	Separate Schools.	Total.
New Hamburg	99 00		99 00
Newmarket	121 00	33 00	159 00
Oshawa	187 00	44 00	231 00
Pembroke	73 00		73 00
Portsmouth	63 00	34 00	102 00
Port Dalhousie.....	in Town's p		
Preston	148 00	28 00	176 00
Renfrew	80 00		80 00
Richmond	59 00		59 00
Smith's Falls.....	130 00		130 00
Southampton	70 00		70 00
Stirling	86 00		86 00
St. Mary's Blanchard	319 00		319 00
Strathroy	86 00		86 00
Streetsville	83 00		83 00
Thorold	130 00	55 00	185 00
Trenton	98 00	62 00	160 00
Vienna	104 00		104 00
Waterloo	146 00		146 00
Wellington	103 00		103 00
Welland	83 00		83 00
Yorkville	180 00		180 00
	\$5616 00	\$354 00	\$5970 00

Summary of apportionment to counties for 1862.

1. Glengarry	2276 00	158 00	2434 00
2. Stormont.....	1862 00		1862 00
3. Dundas	1958 00		1958 00
4. Prescott	1469 00	165 00	1634 00

SUMMARY—Continued.

	Common Schools.	Separate Schools.	Total.
5. Russell			783 00
6. Carleton	3292 00	52 00	3344 00
7. Grenville	2285 00	45 00	2330 00
8. Leeds	3629 00		3629 00
9. Lanark	2130 00	16 00	2146 00
10. Renfrew	2070 00	6 00	2076 00
11. Frontenac	2755 00	124 00	2879 00
12. Addington	1885 00	59 00	1944 00
13. Lennox	876 00		876 00
14. Prince Edward	2043 00	14 00	2057 00
15. Hastings	4088 00	43 00	4131 00
16. Northumberland	3839 00	23 00	3862 00
17. Durham	3585 00		3585 00
18. Peterborough	2204 00	38 00	2242 00
19. Victoria	2423 00		2423 00
20. Ontario	4236 00		4236 00
21. York	6297 00	135 00	6432 00
22. Peel	2838 00	21 00	2859 00
23. Simcoe	2349 00		2349 00
24. Halton	3295 00	32 00	3327 00
25. Wentworth	2268 00		2268 00
26. Brant	2162 00	41 00	2203 00
27. Lincoln	2244 00		2244 00
28. Haldimand	2318 00	36 00	2354 00
29. Norfolk	3056 00	14 00	3070 00
30. Oxford	4562 00		4562 00
31. Waterloo	3246 00	157 00	3403 00
32. Wellington	4650 00	170 00	4820 00
33. Grey	3932 00	148 00	4080 00
34. Perth	3553 00	40 00	3593 00
35. Huron	4597 00	46 00	4643 00
36. Bruce	2926 00		2926 00

SUMMARY—Continued.

	Common Schools.	Separate Schools.	Total.
38. Middlesex	6181 00	36 00	6217 00
39. Elgin	3391 00		3391 00
40. Kent	2965 00	103 00	3068 00
41. Lambton	2471 00		2471 00
42. Essex	2191 00	25 00	2216 00
District of Algoma	208 00		208 00

GRAND TOTALS.

Total Counties and Districts ..			
" Cities	8291 00	3650 00	11941 00
" Towns			12273 00
" Villages	5616 00	354 00	5970 00

Additional sum reserved for any Roman Catholic Separate Schools which may be established in 1863.

\$159,500 00

NOTE.—The School Moneys apportioned to the various Cities, Towns, and Villages, as per the foregoing statement, are payable to the Toronto agents of the local treasurers, on the first day of July next. Wherever the apportionment is withheld, it is owing to omission or neglect on the part of the local school authorities to comply with the school law, and to transmit to the Educational Department the necessary reports or audited returns—blank forms for which were furnished from the Department early in the year.

II. Papers on School Libraries and Books.

1. BOOKS—THEIR INFLUENCES AND PLEASURES.*

The family library is one of the peculiarities of our "modern civilization." A high sounding assertion is this, no doubt; but do not sneer at it; for it is as full of significance as it is of sound. We boast of a great deal of this thing, or congeries of things, called "modern civilization," and doubtless we do so, very justly. We point to the compass, the quadrant, the steam engine, and even the cottongin—to the habeas corpus, the jury and the representative assembly. Grand facts, indeed; but what are the compass, the quadrant, or the steam engine compared with the art of printing—the art preservative and diffusive of all arts? or what the habeas corpus, the trial by jury, or the popular representation, compared with the great intellectual provision of modern times, the printed book, which has come forth in these pages, as light did amidst the chaos of creation, flashing intelligence down through the dark abysses of the world's mind, and spreading truth, civilization and joy over its vast fields of ignorance and delusion—multiplying illimitably all the great truths and noble thoughts; thus bringing to the hearth of the lowest cottager, the converse of the loftiest minds.

Had man discovered the art of printing earlier, he would have had the steam engine and the telegraph, sooner. Man's mind has the faculties necessary to discover truth, if light be reflected from it, but the eye can not see without light. The art of printing went forth like the fiat of God, which said, "Let there be light, and there was light."

A few hundred years ago, a book was an estate. Sages and noblemen preserved it in their families, or committed to public institutions by solemn mention in their last testaments. The price of a Bible required much of the labor of a peasant's life. Now, that greatest of all books, intellectually, as well as morally, is the cheapest and most common of all; it can be obtained for a few pennies, or even "without money and without price." Then, the more sterling productions of the mind, were to be found only in the public libraries or perchance occasionally in the closet of the nobleman, or patronized man of study. Now, the productions of Moses and Paul, Homer and Virgil, Plato and Cicero, Milton and Shakespeare, Bacon and Locke, can be procured through a few weeks of economy, by the most humble and lowly in life, and on unplanned shelves of many a western log-cabin, may be found more intellectual treasures, than enriched most of the palaces of royalty, before the invention of printing. Then the ability to read was a rare skill, and confined principally to the priests and philosophers; and princes, frequently could not write their own names. Now, the masses of our population can read and write, and there is more real truth taught to the frolicsome urchins of our "district schools," than was known by the great Stagirite or the founder of the first Academy. The idea of an intellectual life was unknown, except by the sequestered few of the schools, and with them it was mostly dreary dreaming. Now, the taste for books is almost as common as the natural appetite; the richest fruits of knowledge drop about us, as in an

orchard in autumn; and the book market is as permanent as the market for corn or clothing. Printing—the printed book is the symbol and chief cause of this marvellous improvement.

How many influences—what dear delights from books! And yet, wonderful as has been their agency in our civilization, we have scarcely begun to apply it properly or appreciate its importance. In our institutions expressly for study, we may do so; and the literary and occasionally the professional man, may give it a daily and definite regard, but almost every where else, and even in the professional life, to a great extent, the mental life is but occasional and flickering, an episode, now and then, from the dull routine of physical existence and pecuniary pursuits.

Will not the time come, when, by the multiplicity of mechanical agencies, man will be so far relieved from physical labor, and have such abundant facilities for subsistence that a large portion of his time can be spared to his moral, intellectual and social life? That day, if it come at all, may be far distant, but there can be no question that even now, with all the eager bustle of our lives we can give a little attention to our mental wants and pleasures, and this not only in the favored spheres of wealth and education, but in the cottage, the log-cabin and the habitations of the toiling mechanic. The domestic library, though it be on a small scale, may be there, and the leisure interval, the winter evening or the Sabbath rest, may be refreshed from it.

We may gather around the cheerful hearth, and invite Bunyan to sit down in the circle, and entertain the tranquil hour, with his vision of wondrous beauty; or the blind bard of "Paradise Lost" to unvail Eden and Heaven; or the poet of Avon, to laugh, weep or shiver as he describes the motly character of man.

The great minds, whose thoughts have quickened nations, will obey our invitation, and share with us there, without embarrassing our diffidence, their most sublime thoughts.

Travellers will sit down with us and make the marvels of all lands pass before us. Historians will unroll to us the records of time, and the sublime scenes of the past; the conflicts of armies and navies; the pageants of courts, the developments of society will unfold like the scenery of a magnificent panorama, around our humble hearth.

Biographers will tell us of the good and brave, who have struggled and suffered for the right, till our hearts gather strength from their deeds, or our eyes overflow at their wrongs.

Prophets and apostles will tell us of Heaven and the way thither; even He that "spake as man never spake," will enter the circle and utter his beatitudes and divine lessons.

This is not idle speculation. Many an elevated mind finds its chief earthly consolation in this converse of great intellects—many a destitute garret has thus been made, to suffering genius, a sanctuary of intellectual communion, where Shakespeare unveiled the world, Newton the spheres, Milton the Heavens, and Paul has discoursed of "immortality and eternal life;" many a victim of incurable disease has relieved his languishing days with the dear friendship of books, and walked down into the valley and shadow of death, surrounded and strengthened by the companionship of the great and good, who "though dead, yet live in their works."

My first sentence spoke of the family library. Assuredly, the agency of good books in the domestic circle, as a source of pleasure and profit, is no unworthy theme for the best pen.

*An Essay delivered by Miss F. M. Lynam, at the Polk County Teachers' Association, Ohio Feb. 26, 1863.

(2) The following is a full and interesting Statement of the Number and Classification of Public Library and Prize Books sent out from the Depository of the Upper Canada Educational Department, from 1853 to 1863 inclusive:

Number of Volumes sent out during the Months of	Total Vols. Lib. Books	History.	Zoology and Physiology.	Botany.	Phenomena &c.	Physical Sciences.	Geology, &c.	Nat'l Philosophy and Manufact's.	Chemistry.	Agriculture.	Practical Agriculture.	Literature.	Voyages, &c.	Biography.	Tales and Sketches. Practical L.	Teachers' Library.	Prize Books.	Grand total Library and Prize Books	
November, 1853	981	108	62	16	29	18	5	48	6	9	48	90	54	128	284	4	...	981	
December	20981	3990	1540	271	877	511	229	685	128	182	759	2804	1087	2791	4394	204	...	20981	
January, 1854	3129	631	279	48	148	84	30	128	29	48	151	306	291	435	545	34	...	3129	
February	7874	1290	687	125	278	237	88	307	98	65	348	830	528	788	2382	74	...	7874	
March	2161	362	164	25	68	50	27	73	22	34	103	230	182	225	556	67	...	2161	
April	1149	174	101	13	34	28	18	44	10	8	48	115	96	110	348	13	...	1149	
May	4648	797	472	58	113	93	45	211	40	32	156	527	291	597	1498	46	...	4648	
June	5236	998	476	79	278	95	45	406	41	22	176	505	294	478	1286	76	...	5236	
July	9305	1601	937	139	406	308	81	725	81	38	420	812	538	919	2329	79	...	9305	
August	7142	1028	574	92	199	136	61	521	70	34	411	555	447	677	2303	41	...	7142	
September	9872	1299	696	127	239	138	66	847	79	16	388	598	541	710	3751	42	...	9872	
October	9727	1484	883	185	266	219	110	968	112	28	647	635	698	672	2549	67	...	9727	
November	4282	619	273	74	110	92	47	301	33	8	308	422	322	401	1214	46	...	4282	
December	2396	389	145	51	99	23	25	245	19	7	105	184	162	223	715	20	...	2396	
January, 1855	4670	805	392	64	110	214	45	231	59	8	186	606	567	668	976	94	...	4670	
February	1687	174	100	17	65	32	9	100	21	3	62	159	134	185	596	20	...	1687	
March	639	83	48	12	16	16	6	28	3	...	32	74	49	44	258	16	...	639	
April	2594	396	160	29	41	46	15	178	18	8	48	370	248	359	651	29	...	2594	
May	4100	724	331	50	69	43	39	309	34	22	291	399	338	485	908	53	...	4100	
June	5448	1047	605	71	90	99	38	358	45	14	358	781	697	446	1157	101	...	5448	
July	1704	428	98	8	24	61	6	104	22	7	106	141	163	171	346	30	...	1704	
August	1941	503	156	37	35	59	11	91	5	6	106	296	163	171	277	14	...	1941	
September	1819	462	36	4	16	16	6	100	4	2	91	208	217	182	314	31	...	1819	
October	2593	612	211	9	46	53	14	214	4	11	128	258	418	391	203	23	...	2593	
November	1813	194	116	12	32	27	9	66	3	1	40	206	163	189	206	19	...	1813	
December	571	100	5	5	15	6	2	9	9	...	6	59	87	40	231	3	...	571	
January, 1856	945	36	36	...	...	24	9	73	11	3	8	22	4	5	2	10	...	945	
February	29	4	4	...	...	...	...	4	...	...	...	2	10	...	...	...	...	29	
March	1359	281	4	4	10	27	9	74	16	...	62	284	89	135	338	37	...	1359	
April	571	187	26	2	21	8	8	14	1	1	20	62	41	81	140	8	...	571	
May	434	105	10	...	5	4	1	3	...	...	18	41	41	32	173	...	...	434	
June	794	150	49	14	36	6	...	...	...	...	32	74	61	207	109	26	...	794	
July	1796	236	129	12	33	13	12	69	6	2	46	184	184	313	515	32	...	1796	
August	361	77	6	...	5	21	3	16	...	...	1	55	30	29	103	4	...	361	
September	272	19	...	...	...	...	...	...	...	...	...	4	...	11	227	2	...	272	
October	1030	225	87	30	46	37	2	88	...	...	40	54	53	109	284	21	...	1030	
November	2544	322	104	32	50	35	...	152	5	3	76	293	167	378	848	59	...	2544	
December	4533	870	197	34	138	118	33	164	12	14	111	496	890	644	1094	69	...	4533	
January, 1857	4436	691	258	46	61	771	26	253	57	9	130	464	594	586	1259	31	...	4436	
February	5372	1049	419	73	110	182	35	398	30	16	274	546	847	723	1528	53	...	5372	
March	9619	1386	439	96	143	215	59	553	39	19	323	632	634	1023	2957	58	...	9619	
April	1281	177	87	22	45	38	10	103	7	6	99	100	96	168	396	9	...	1281	
May	2283	363	106	25	67	34	9	68	4	4	115	62	203	196	1073	26	...	2283	
June	2695	566	172	18	63	67	20	128	1	3	127	242	257	319	594	26	...	2695	
July	2000	403	148	23	41	51	18	111	16	1	107	115	166	248	539	20	...	2000	
August	1200	261	75	11	49	35	4	45	...	...	48	90	106	119	242	16	...	1200	
September	448	126	28	2	9	...	...	...	...	...	...	19	49	19	40	123	1	...	448
October	357	18	9	4	16	5	...	6	...	...	7	36	21	47	191	4	...	357	
November	172	78	9	...	9	...	...	...	...	...	...	2	6	9	13	...	...	172	
December	591	237	15	1	34	20	...	22	...	...	1	16	69	49	62	375	...	591	
January, 1858	74	...	...	...	...	...	...	...	...	...	...	6	...	...	...	...	...	74	
February	940	119	44	...	...	16	...	26	11	...	39	87	99	74	356	24	...	940	
March	1102	257	63	13	25	28	14	28	...	...	24	81	110	104	289	51	...	1102	
April	776	166	61	7	10	8	4	4	...	...	21	46	58	79	234	6	...	776	
May	173	40	9	6	5	6	4	19	...	...	16	16	18	12	33	...	...	173	
June	414	80	19	...	1	7	4	1	...	...	18	116	28	49	90	...	...	414	
July	475	68	35	9	23	4	1	12	...	...	17	36	63	41	166	...	...	475	
August	1249	269	124	26	28	6	4	36	...	...	119	197	83	347	545	1	...	1249	
September	506	110	...	...	...	4	...	...	...	...	14	67	77	92	146	...	...	506	
October	69	10	...	...	...	...	...	...	...	...	...	4	...	...	...	...	...	69	
November	1551	258	196	16	64	12	13	74	1	...	17	165	158	158	393	35	...	1551	
December	397	40	78	8	5	6	2	21	...	...	22	31	18	78	93	11	...	397	
January, 1859	966	284	16	11	17	6	17	23	7	2	42	101	100	166	91	24	...	966	
February	3361	530	126	53	59	70	46	157	42	6	66	469	225	411	935	69	...	3361	
March	277	30	14	8	1	7	1	12	...	...	25	13	20	16	136	...	...	277	
April	374	40	...	...	...	...	...	...	...	...	25	14	42	26	81	1	...	374	
May	1457	303	61	17	30	35	17	84	3	...	265	106	210	20	330	30	...	1457	
June	126	18	15	2	11	5	9	2	...	...	21	60	27	55	225	14	...	126	
July	652	123	43	16	20	9	11	20	...	...	7	73	32	86	141	3	...	652	
August	846	113	24	1	...	...	...	...	...	...	...	73	32	86	141	3	...	846	
September	614	103	24	1	25	20	7	33	...	...	...	48	70	80	149	6	...	614	
October	359	72	16	12	18	5	...	14	...	...	...	42	70	32	48	113	...	359	
November	486	78	...	...	...	...	...	...	...	...	...	42	70	32	48	113	...	486	
December	303	29	...	...	...	...	...	...	...	...	...	42	70	32	48	113	...	303	
January, 1860	1075	196	54	20	9	23	12	40	...	...	27	149	106	129	290	10	...	1075	
February	477	63	36	11	17	4	10	30	2	...	9	19	26	67	182	1	...	477	
March	369	64	36	...	...	11	7	26	...	...	12	37	75	46	96	...	...	369	
April	932	203	50	18	23	26	8	53	4	...	14	37	30	40	260	22	...	932	
May	337	44	14	4	11	17	5	24	7	...	12	115	99	12	83	...	...	337	
June	1249	199	42	14	18	15	8	62	4	...	73	92	82	139	414	22	...	1249	
July	1604	169	61	19	30	19	8	62	5	6	...	92	82	139	414	22	...	1604	
August	135	22	9	...	10	17	...	...	...	...	...	...	...	...	...	...	...	135	
September	368	83	10	8	30	12	7	22	...	...	...	48	81	90	153	10	...	368	
October	753	129	28	15	30	12	7	22	...	...	...	48	81	90	153	10	...	753	
November	589	79	32	9	12	6	4	...	...	...	...	19	61	30	73	...	...	589	
December	1788	304	108	31	49	45	26	148	12	5	100	116	190	228	371	52	...	1788	
January, 1861	740	129	32	...	...	11	11	35	3	...	106	116	116	122	371	52	...	740	
February	836	114	42	...	...	18	17	15	40	6	...	84							

STATEMENT of the Number and Classification of Library and Prize Books sent out—(Continued.)

[illegible]

The Mechanics' Institutes which have received Libraries from the Depository, and the number of volumes sent to each, are, in alphabetical order, as follows:

	Vols.	Years.		Vols.	Years.
Baltimore	75	1858	Smith's Falls	73	1857-8
Berlin	158	1855	St. Catharines	108	1854-9
Chatham	313	1853-4	Streetsville	110	1860
Oobourg	350	1856	Thorold	300	1858
Collingwood	46	1857	Toronto	410	1856-61
Drummondville	6	1859	Vankleekhill	106	1859
Fonthill	137	1858	Whitby	267	1857-8-9-60-1
Lindsay	108	1858			
Greenwood	101	1862			
Guelph	372	1853-4	Total	3844	
Huntingdon, C.E.	150	1855	<i>Books were also sent to the—</i>		
Milton	68	1858	Leeds and Grenville Agricultural Society	208	1855
Mount Forest	106	1860	Educational Department, L.C.	3103	1860-1
Napanee	27	1857	McGill College, Montreal	200	1857
Newmarket	55	1853-9	Sarnia Dialectic Society	82	1858
Oakville	250	1856	Southwold Agricultural Society	23	1856
Pickering	41	1861	Various other Institutions	781	1851-8-60
Port Perry	109	1858			
				8241	

(3) PRISON AND ASYLUM LIBRARIES IN UPPER CANADA.

The following table shews the number of volumes sent to various Prisons, &c., during the years 1856-62:

Prison Libraries.	Amount received.	Legislative Appo'ment.	Total.	Vols
1856:	\$ cts.	\$ cts.	\$ cts.	
Peterborough Jail.....	22 16½	22 16½	44 33	94
Toronto Jail	131 63	131 63	263 26	618
Woodstock Jail	20 00	20 00	40 00	71
	173 79½	173 79½	347 59	781
1857:				
Lanark and Renfrew Jail.....	60 00	60 00	120 00	282
Provincial Penitentiary	48 13	48 13	92 26	174
Whitby Jail	20 00	20 00	40 00	106
	126 13	126 13	252 26	562
1858:				
Provincial Penitentiary.....	100 00	100 00	200 00	251
1859:				
Brockville Jail	40 00	40 00	80 00	154
Guelph Jail	20 00	20 00	40 00	94
Pictou Jail	10 00	10 00	20 00	43
Sarnia Jail	25 00	25 00	50 00	93
Woodstock Jail	19 75	19 75	39 50	82
Reformatory Prison, Penetanguishene	17 00	17 00	34 00	96
	131 75	131 75	263 50	562
1860:				
Barrie Jail	20 00	20 00	40 00	84
Goderich Jail.....	25 16	25 16	50 32	87
London Jail	5 00	5 00	10 00	14
Peterborough Jail	20 00	20 00	40 00	82
Whitby Jail	10 00	10 00	20 00	36
Reformatory Prison, Penetanguishene	47 66	47 66	95 32	150
	127 82	127 82	255 64	453
1861:				
Grey Jail	10 00	10 00	20 00	47
1862:				
Provincial Penitentiary	55 00	55 00	110 00	167
1868:				
Provincial Lunatic Asylum....	111 93½	111 93½	223 87	386
1860:				
Malden Lunatic Asylum.....	52 00	52 00	104 00	176

Amount received.	Legislative Appo'ment.	Total.	Vols
\$ cts.	\$ cts.	\$ cts.	
173 79½	173 79½	347 59	781
126 13	126 13	252 26	562
100 00	100 00	200 00	251
131 75	131 75	263 50	562
111 93½	111 93½	223 87	386
52 00	52 00	104 00	176
\$888 43	\$888 43	\$1776 86	3386

Grand total

RECAPITULATION:

For the year 1856	173 79½	173 79½	347 59	781
For the year 1857	126 13	126 13	252 26	562
For the year 1858	100 00	100 00	200 00	251
For the year 1859	131 75	131 75	263 50	562
For the year 1860	127 82	127 82	255 64	453
For the year 1861	10 00	10 00	20 00	47
For the year 1862	55 00	55 00	110 00	167
Lunatic Asylums, as above, 1858.	111 93½	111 93½	223 87	386
" " " 1860	52 00	52 00	104 00	176

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, shewing the gross value of books (not maps or school apparatus) imported into Canada. This table proves conclusively how incorrect is the statement that the operations of the Educational Depository interfere with the interests of the booksellers:*

Year.	Value of books entered at Ports in Lower Canada.	Value of books entered at Ports in Upper Canada.	Total value of books imported into the Province.	Proportion imported for the Educational Department of Upper Canada.
1850.....	\$101880	\$141700	\$243580	\$ 84
1851.....	120700	171732	292432	3296
1852.....	141176	159268	300444	1288
1853.....	158700	254280	412980	22764
1854.....	171452	307808	479260	44060
1855.....	194356	338792	533148	25624
1856.....	208636	427992	636628	10206

* From the Annual Review of the Trade of Toronto, for 1860, we insert the following: "WHOLESALE STATIONERY AND BOOKS.—This branch of Trade, the existence of which in its present distinct character only dates back a few years, has been prosperous during the past season, and is rapidly becoming an important item in the commerce of the city. . . . The supplying of all the children in the

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"From the *Annual Review of the Trade of Toronto*, for 1880, we insert the following: "WHOLESALE STATIONERY AND BOOKS.—This branch of Trade, the existence of which in its present distinct character only dates back a few years, has been prosperous during the past season, and is rapidly becoming an important item in the commerce of the city. . . . The supplying of all the children in the

STATISTICAL TABLE—Continued.

Year.	Value of books entered at Ports in Lower Canada.	Value of books entered at Ports in Upper Canada.	Total value of books imported into the Province.	Proportion imported for the Educational Department of Upper Canada.
1857.....	224400	309172	533572	16028
1858.....	171255	191942	363197	10692
1859.....	139057	184304	323361	5308
1860.....	155604	252504	408108	8846
1861.....	185612	344621	530233	7782
1862.....	183987	249234	433221	7800
1860—1862	\$2156315	\$3333549	\$5490164	\$176776

N.B.—Up to 1854, the "Trade and Navigation Returns" give the value on books entered at every port in Canada separately; after that year, the Report gives the names of the principal ports only, and the rest as "Other Ports." In 1854, the proportion entered in Lower Canada was within a fraction of the third part of the whole, and, accordingly, in compiling this table for the years 1855–1862, the value entered in "Other Ports" is divided between Upper and Lower Canada, in the proportion of two-thirds to the former and one-third to the latter.

TABLE showing the value of articles sent out from the Educational Depository during the years 1851 to 1862 inclusive:

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices, without any apportionment from the Legislative Grant.	Total value of Library, Prize, and School Books, Maps, and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus, and Prize Books.		
	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1851.....	....	....	1,414 25	1,414 25
1852.....	....	....	2,981 13	2,981 13
1853.....	....	....	4,233 14	4,233 14
1854.....	51,376 23	....	5,514 18	56,890 41
1855.....	9,947 15	4,655 53	4,389 40	18,992 08
1856.....	7,205 62	9,320 87	5,726 76	22,253 25
1857.....	16,200 92	18,118 28	6,451 20	40,770 40
1858.....	3,982 99	11,810 28	6,972 05	22,765 32
1859.....	5,805 64	11,905 02	6,679 30	24,389 96
1860.....	5,289 56	16,832 17	5,416 64	27,538 37
1861.....	4,084 22	16,251 14	4,894 52	25,229 88
1862.....	3,272 88	16,193 78	4,844 17	24,310 83
Total..	\$107,165 21	\$105,087 07	59,516 74	\$271,760 02

country, at school, is an extensive trade in itself, not only with stationery but with school books, ranging from the primer to the classics. It will thus be seen that this is no unimportant trade; and Toronto is fortunate in possessing a number of establishments exclusively devoted to the business, which in point of energy and ability, are not surpassed by any other branch. The importation of books and stationery into Toronto, for three years past, are as follows:

"Devotional books.....	\$.....	\$23,773	\$160,256
"Books, periodicals, and pamphlets.....	22,575	55,394	19,159
"Stationery.....	35,997	83,423	27,519.

We also insert the following from the *Annual Review of Trade in Toronto*, for 1861: "WHOLESALE STATIONERY AND BOOKS.—No change of material import, since has taken place in this trade during the year. Sales have not been so large as anticipated, yet they do not fall short of the preceding year. The depressed condition of the trade in the United States has caused a number of bankrupt stocks to be thrown into the market, at this and at other points, composed for the most part of a great deal of trash,* leavened with a very little of really sound literature. American houses, hitherto reported as rich, have likewise held auctions, and sold at very low rates. Notwithstanding this, however, the regular legitimate trade has not languished, and on the whole has resulted satisfactorily. Of the standard works of English literature, there has been a fair amount imported; but the new publications, especially those from the American press, have been brought in very sparingly. The retail trade is in a generally healthy condition, and its character, especially in the country, is yearly improving. . . . Other indications of quite as favourable a character are noted, and the trade must prosper with the progress of the country. The importations for the year of books are \$155,842, against \$719,419 last year; an increase of \$36,433. Of stationery, the imports amount to \$23,755, against \$27,519 last year; a difference only of \$1,146 in favour of 1861."

* Dr. Russell, the admirable correspondent of the *London Times*, in a letter dated Toronto, February 1st, thus refers to this class of literature, which is silently circulated in numerous channels throughout Canada. He says (referring to Hamilton): "A pretty custom-house, in out state, from which floated the Union Jack—the first I have set eyes on for many a long month—flashes the token from the railway station to the long straggling town, which but for that token might be taken to be in the United States. Indeed, the influence of the Republic extends some way into the dominions of Her Majesty. The people in the carriage were reading the paltry pictorial papers which do so much to debase the taste of the Americans, and to unsettle their notions in perspective and in material forms, or were deep in the pirated editions of English works, which constitute the staple trade of the mass of 'enterprising publishers.' The New York papers were the only journals hawked about for sale in the train. The sides of the train were covered with New York and Boston advertisements. Not a smudge of Canada, in book, or print, or journal, or trade, could be detected."

4. BOOK AND STATIONERY TRADE IN CANADA.

We extract the following from the "Annual Report of the Board of Trade of Toronto, Canada West," compiled by Mr. E. Wyman. "The year's business in this branch of trade has been quite satisfactory. Though perhaps less in extent, in common with other departments, it has been quite as profitable if not more so than in former years, while not a few features have developed themselves which are not only advantageous to the legitimate trade, but are gratifying to every well wisher of sound literature in the province. The improvement in the circumstances, capacity, and general business ability of those in the trade, which we have noted from year to year, has continued to manifest itself, and we see now, in almost every town, a bookseller or two conducting business on a sound basis, with more capital than ever before, and a better knowledge of the trade, and of business principles generally. This is evinced most in the improved credit in which the retail trade stands, in the promptitude with which engagements are met, and in the judicious care with which stocks are selected and curtailed. As a distinct branch, the trade is but young. The progress made in the last three years, however, shows that it is not only well established, but that it is rapidly assuming a healthy and prosperous condition. An equally gratifying fact is found in the improved character of the works introduced into general circulation. For years the country has been flooded with the lowest and most trashy class of literature from the American press. Books whose only merit was their bulk and binding, have been hawked into every nook of the province by a migratory tribe of itinerant pedlars. Sometimes a stray work of utility has been found among the stock, but for the most part the special efforts of these book hawkers have been directed to the disposing of some very superficial and uninteresting volumes, which, if even read, would leave the reader a trifle less wise than when he commenced them. We are happy to say that this style of business is rapidly on the decline, and that works from the best publishing houses, and sold through the legitimate trade, are finding their way into many sections of the country, and meeting a largely increased sale. We are not by any means, however depreciating the efforts of the book pedlars to enlighten the world; they are very useful people, and, if their efforts are only properly directed, they may do great good. They are improving in the books which they present to the public, and our dealers will lose nothing by encouraging them, so long as their wares are of a good class. In periodical literature, however, the greatest change is observable—not only in the largely increased demand, but in the improved character of the issues sold. We are happy to say that neither the *New York Ledger* nor the *Mercury* is increasing its circulation in Canada. Even *Harper's Magazine* is not gaining ground. On the other hand, there is a large and growing sale for such periodicals as *Good Words*, a London publication of the best class, the *Family Treasury*, the *Churchman's Magazine*, the *Cornhill*, *All the Year Round*, &c., &c., and we are glad to know that the reduction in the price of the *London Illustrated News* is likely to increase largely its circulation in Canada. These facts present some indications of a change for the better in the literary taste of Canada. This improvement is in no small degree attributable to the persistent and unwearied exertions of our wholesale importers, and the advantages which they enjoy in close connection with first class British publishing houses. We hope, and indeed are certain, that they will be well compensated for their efforts. In this connection we are glad to notice that we are likely to have established amongst us a branch of an extensive and highly respectable Scotch firm, for the purpose not only of re-issuing in much approved style our leading text and school books, but for the publication of other works of merit than that may offer. We have long needed an establishment of this character, and through its operations we may hope to see Canadian Literature take a higher place in the world of letters. With long experience, ample means and the best facilities are commanded by the house in question, and we are sure their advent here will be hailed with pleasure.

"The business in stationery has been fairly remunerative during the year. The advance in materials for paper, as well as a heavy war tax on the manufacture itself, has largely enhanced the value of all descriptions in the United States, independently of the apparent increase in price due to the depreciation of the currency. The consequence is that, as compared with former rates, American stationery is fully 30 per cent. dearer. We have imported much less than the usual amount, substituting English goods, which are of a much better class. It so happens that the prices of the latter are favouring the buyer, as the abolition of the duty on paper has at length begun to cheapen it. It is only recently that there has been any decline in the article, notwithstanding an universal expectation that when the tax was removed the price would fall. Speculation and a largely enhanced demand for cheap periodicals, only a few of which comparatively have lived beyond the year, kept the rates up to nearly the old level, until within the past three months.

The tendency is now downward, and we shall hereafter import stationery stock from the mother country more largely than before.

"The importations of books for the year amount to \$118,326, against \$155,842 last year.

5. VALUE OF LIBRARIES TO YOUTH.

Create a taste in youth for good books, and the pleasures of literature will supply the place of those grosser pleasures that lead astray the unthinking. It is the will made strong by cultivation that enables a man to resist the cravings of those appetites whose indulgence brings death. The ignorant man must of necessity be a man of narrow views and strong prejudices; and even in questions which involve great moral principles he is quite as likely to be wrong as right. The safe man in society is the man who is competent to do his own thinking.

6. DEVELOPE A LOVE OF READING.

While it is true that "of making many books there is no end," it is equally true that many of them ought never to see the light of day. A good book is a rich treasure, and whoever writes one is a public benefactor. Circulating good books is sowing the seeds of thought which will spring up and yield a rich harvest of intellectual and moral fruit. No one can estimate the amount of good that one valuable book may do, by developing thought, awakening the moral feelings, promoting noble aspirations, and shaping the course of life. Our State then acted wisely when it made provision for establishing a library in every district within its borders, and we hope that well selected libraries will be found ere long in every district in the State.

But when books are written and libraries are established, all is not accomplished. There must be developed in the minds of the young a love for good reading. How to accomplish this, is a question of great practical importance. The individual that goes out from our public schools thoroughly imbued with a love of good literature, will be constantly adding to his store of knowledge; his moral feelings will be kept active by communion with the pure thoughts that sparkle on the pages of all good books; and his aspirations for truth, justice, and right will be daily strengthened. Teachers might profitably spend more time in striving to develop in the minds of the young a love of literature. When once awakened, it can be made of great practical use in storing the mind with useful knowledge; and when the school-going days are past, it will continue to be an educating power through life. If a love of knowledge is not awakened, the great object of education can not be obtained. With it, education becomes, as it should be, a life-long work. If the teacher would see his pupils imbued with a love of reading, he must feel its inspiration, he must be a reader, not merely of the transient literature of the day, but of the works of sterling worth that are to be found in the different departments of our literature. For him

"Let every nation's mind unfold its thought,
And every man depict the starry scheme,
And every hero tell how once he died,
And every poet sing."

Then he can touch the hearts of his pupils with the fire of his own spirit, and kindle there a flame that shall burn with ever increasing brilliancy as long as mind endures. Every reading lesson that is made interesting and dwelt upon until thoroughly understood, will create a desire for more. Every sparkling gem of thought that may be read, perhaps as a general exercise, may serve to fan the awakened desire to a flame. Every good book, from the school library or elsewhere, that may be properly read, will add fuel to the flame; and thus the little desire once awakened may, by careful culture and training, become a perpetual fire, burning forever with a holy flame on the altar of the soul's consciousness.

It seems to me that many teachers have not paid sufficient attention to this department of their profession. The dislike for solid and instructive reading that prevails to so great an extent in many communities, ought to stimulate us to greater efforts in behalf of the young. It is of little use to establish libraries in a community unless a love for reading exists. This desire can be as easily awakened as a love for mathematics or any other branch of study, if we only adopt as definite a plan for its development; and it certainly will be attended with as beneficial results in after life. To be sure, when once awakened it needs proper guidance and direction, but to guide and direct is the teacher's mission. There is no reason why the reading of history should not be an interesting and profitable exercise to every cultured mind. The reading of a biography often awakens nobler aspirations, gives increased efforts to individual action, and sometimes shapes the whole course of life. Poetry, too, has its uses,—a noble, elevating, refining influence. Every child that attends a proper course of instruction in our public schools, may be trained to love and appreciate those sparkling gems that are

found scattered throughout the poetic literature of our language. The child that acquires a love of good literature has a constant friend, one that will shield from temptation, yield instruction, and give sweet delight to the soul.—A TEACHER in Connecticut Common School Journal.

7. THE POWER OF BOOKS.

Books have prodigious power. If we could trace the means which have contributed to form our present views to three principal external sources, viz.: what we have seen, what we have heard, and what we have read, we should probably find the last by no means the least active or fertile. A book is a silent but most intimate companion; it does not ask attention, nor take offence at neglect; its name and dress give us no certain clue to its character; the opinions of others as to its value may be the result of prejudice or ignorance. We are told that to know what it is, we must read it, and to read it is to subject ourselves to its influence for better or worse. Prudent travellers in public conveyances, or sojourners at hotels, are very careful what intercourse they encourage, or allow strangers to have with them, for a pickpocket is not always distinguishable by dress or manners from an honest gentleman; but how much more vigilant should we be to preserve the mind and heart from contact with what may pollute or pervert, than to protect our purse or watch, from light-fingers! When you take up a book to read, of the character of which you are wholly unapprised, is your presumption less than when you admit to your confidence one to whose principles and motives you are a stranger? It might indeed, be easier to throw the book aside than to discard the treacherous friend; but on the other hand, the former may conceal the poisonous fang till the fatal wound is made; while the latter by his tone and manner will be very likely to betray his character in season to defeat its evil purpose.

The art of introducing false or equivocal principle into the public lecture, the newspaper paragraph, or the book, in company with the incontrovertible truths, has been brought to great perfection in our day; it is not always, perhaps not generally, an intentional fraud upon the hearer or reader. The author's or lecturer's mind may have been perverted; or truth and error may be so uncertainly comprehended as to be mistaken the one for the other; but however ample such an apology may be for writing a bad book, it does not cover our imprudence, not to say folly, in reading it. Magazines, pamphlets, and newspapers, are the sluices through which every production of the human brain, that can be shaped in type metal, passes into the reading world. There is no principle so corrupt, no sentiment so false, no ribaldry so base, no jest so profane or obscene, that it has been denied an imprint. And what is particularly to be noted, the brightest wit, and the most sparkling popular style, are found in close alliance with some of the grossest forms of error. If marriage the most sacred of all human relations, on which the chief interest of civilization and social virtue and progress rest, and to which woman owes her elevation above the condition of abject slaves; if marriage is to be assailed as a factitious rite, to be modified or entirely dispensed with as the parties concerned may choose, some glib romancer is at hand to prepare the flashy tale, or magazine story in which the sacred bond which the hand of God hath woven is rejected as a superfluous obligation, or an impertinent imposition on natural liberty, and a hundred thousand copies are afloat in a week, and largely in the hands of those who are least on their guard, and most easily deluded by meretricious reasoning.—The Rock.

8. TESTIMONY TO THE SCRIPTURES.

I have heard of a copy of the Scriptures preserved in one of our old castles, which belonged more than a century since to the noble owner. At the end of many hundred verses through the volume he has carefully signed his name; and at the close of the volume, in a handwriting evidently tremulous from weakness, dated a short time before his death, are these words:—"I hereby set my seal to the truth of every promise contained in this book, having found them all realised throughout a long life, in my own happy experience."—Rev. Charles Bullock.

9. GREAT READERS.

Most great men have been great readers. Miracles are recounted of their powers of perusal. How Dr. Johnson "would tear out the heart" of a book at a glance. How Burke devoured two volumes octavo in a stage-coach; and how package after package of those sweet medicines for the mind was thrown in to Napoleon on the island, like food to a lion, and, with hoc presto, despatched. After all the pity and piling have been exhausted by commentators on the lamentable ignorance of Shakespeare, we ascertain to a surety that he was one of the most profound and extensive readers of his time. The man who in the present age had written most had read most. Reading and writing go together as naturally in literature

as they do in the prospectus of a schoolmistress, who professes to inoculate these branches of learning on the juvenile. The dullest eye, when aided by the telescope, can see farther than the brightest without such assistance. Burns, with the help of a dozen or more volumes, makes himself the first poet of his native land; with the stupendous aidance of a Bodleian (or even the feebler one of a circulating) library, might he not have ranked himself with Byron or Shakespeare?

10. TEACHERS OUGHT TO READ MORE.

We do not mean, now, "educational works;" we don't mean books in any way connected with "the profession," we mean real, living literature; something that has clear, pure English to clothe vigorous ideas or true sentiments.

For at least seven hours every day, we of the fraternity must have our minds fixed on our work. Children must be led over ground new to them, but an unvarying routine to us. Week after week, month after month, we go in the same beaten road, deepening the ruts till it is next to impossible to get out of them. The same habits of thought continued day after day, with nothing but the petty interests of one small circle to deepen them, must grow narrow and dull. There must be impulse coming from somewhere. The work itself will hardly supply it. The young, fresh minds that we undertake to teach, will never be satisfied or grow under those who have no thoughts and no words outside of school. Children's quick instincts have little sympathy with a 'professional,' and insist upon recognising good and pleasant things, elsewhere than in the conventional "ways of wisdom."

We owe it to ourselves to read more. We acknowledge at once the duty and the difficulty of fulfilling it. There seems a conspiracy to set teachers apart from all others. No one ever thinks of expecting a minister to talk continually of ministering, or a doctor of his practice, but a teacher runs the risk of being called the reverse of earnest, if he ventures to ignore the school-room for an hour. Moreover, the little things of life encroach terribly on a teacher's spare time. The fatigue of the day's work, the calls of friends and acquaintances, the school work that comes into an evening, leave little space for reading. One who wishes to keep even a medium acquaintance with books can not wait for an opportunity to follow a plan. Keep a book at hand—there are always unoccupied minutes that it will fill up—and at the end of the month it will be astonishing how many new ideas and fresh thoughts will have been gained.

It is harder for the better half of 'the profession' to do even so much. There are so many pretty feminine trifles, the manufacture of which keeps fingers or eyes busy, or is so engrossing, that a woman with a crochet needle or tettering shuttle is apt to be utterly lost to all conversation. Still reading is no less a duty; one has no right in the multitude of books which lie in every one's reach, to grow into a distorted, self-involved individuality. DeQuincy, Carlyle, and Macaulay, say true things in a good way, and things that have the blessed power of setting one's petty self afar off. There are fresh ringing sentences, that strike music with every word. And for other kinds of reading, Wintthrop's books will hurt no one. Apart from their merit as mere novels, there is a high type of humanity in them that will do much toward freshening one for every day work. There are dozens of others that, if one but care for them can be found everywhere.—*Connecticut Common School Journal*.

11. PRICES OF BOOKS.

The *Quarterly Review* points out some curious facts connected with the prices at which novels are published in a separate form, after having appeared in serials.

"A Strange Story," in <i>All the Year Round</i> , s. d.	s. d.
costs	4 4 in 2 vols. 24 0
"The Woman in White," " " " " " "	6 8 in 3 vols. 31 6
"No Name," " " " " " "	6 8 in 3 vols. 31 6
"Great Expectations," " " " " " "	4 4 in 3 vols. 31 6
"Vernor's Pride," in <i>Once a Week</i> , " " " " " "	8 0 in 3 vols. 31 6
"The Channings," in <i>Queer</i> , " " " " " "	2 0 in 3 vols. 31 6
"Mrs Halliburton's Troubles," " " " " " "	2 10 in 3 vols. 31 6
"Lady Audley's Secret," in <i>Sixpenny Magazine</i> , 6 0	in 3 vols. 31 6

The *Quarterly Review* says, "This is curious, as showing how much of the cost of a book is due to the getting up of it." On the contrary, we think it curious, as showing the effect which the modern library system has had in enhancing the rates at which authors are paid for their writings; first, the legitimate payment for their contribution to the serial, and next, the payment for the separate publication in the library form. Perhaps, some of these days, we shall see that the library system is not altogether a sound one; we very much doubt its profitability.

12. SCHOOL LIBRARIES IN NEW YORK STATE.

There was apportioned for libraries to the cities, for the school year ending with the 30th of September, 1862, the sum of \$20,142.14; of which, only \$6,353.82 was expended for that purpose. The cities generally are authorized to pay their library money for teachers' wages, or school apparatus, if they prefer to do so; and it is presumed that the sum of \$13,788.32 was thus applied.

For the same time, there was apportioned for libraries to the rural districts, the sum of \$34,887.86; of which \$26,559.10 was expended for that purpose; showing either that the sum of \$8,328.76 remained in the hands of the trustees on the first day of October, 1862, or had been expended by them for teachers' wages and school apparatus.

In the whole state, the number of volumes in the school district libraries, as reported for several years, is as follows:

In 1856.....	1,418,100	In 1860.....	1,286,536
1857, Jan. 1.....	1,377,933	1861.....	1,305,377
1858, Oct. 1.....	1,402,253	1862.....	1,326,682
1859.....	1,360,507		

This statement shows, very plainly, that the reports of the trustees are not accurate—in fact it is well understood that they seldom take pains to make them so, by counting the books belonging to their respective districts.

It should be borne in mind by those who might anticipate a large increase in the number of books, that the people of the districts to which a less sum than three dollars is apportioned are authorized to expend it for teachers' wages, and that very many of them do so: that the average amount apportioned to the rural districts was only \$3.06; that if we take from the whole amount the large sums which are apportioned to the villages and other thickly populated districts, and divide the residue among the remaining districts, the library money received by each will be even less than \$3.06. The average amount actually expended in the rural districts during the last school year, was only 2.33. It ought not to be expected that one or two dollars a year will supply a district circulating library with new books as fast as the old ones are lost or worn out, even if the money were all applied to the purchase of new books at the most reasonable prices. Much less will this be expected by those who know that the trustees generally buy at the highest retail price, and that a large portion of the money is applied to the payment of teachers' wages and the purchase of school apparatus.

In order to form some definite opinion upon this subject, the undersigned called upon the School Commissioner to report to him the condition of the libraries and the extent to which they were used. The nearly uniform reply was, that they are little used, and in many districts the books are so worn that the library money annually received is not sufficient to replace them by others.

In many of the villages and other thickly populated districts to which a much larger sum is apportioned than that to districts generally, the libraries are large, well selected, carefully preserved and highly prized. That one, two, or three districts in a town do entertain a proper appreciation of the value of their libraries, and by means of the money received from the state, together with that raised by voluntary taxation, manage to keep them in repair, does not change the fact, that a majority of the districts do not receive a sufficient sum to warrant the trustees in giving much time and attention to the selection of books, or to the price they pay for them; and that for some cause, not so much interest is manifested in the libraries as formerly.

Various suggestions and plans in regard to this library money have been made:

1st. That the district libraries should be consolidated into town libraries. The objections made to this are: that the inhabitants of some districts in nearly every town prize their libraries highly, have taken proper care of them, have taxed themselves liberally for their repair and enlargement, and would be unwilling to surrender the use of them to the town; that, if this objection were removed, another equally forcible would appear, namely, that the town libraries would be inconveniently distant from the inhabitants of many of the districts, and therefore they would seldom resort to them; and that the people of the districts are generally opposed to such consolidation. As evidence of this, it is remarked, that chap. 480 of the Laws of 1847 authorized the districts to consolidate their libraries; and had the plan met with favour, they would have availed themselves of the privilege conferred by the law; but, on the contrary, there is scarcely an instance of the establishment of a "joint library" under its authority.

2d. That the majority of the voters of the district should have the power, at an annual meeting, to direct this money to be applied to teachers' wages. In support of this plan, it is urged that the law does direct the money to be applied to that purpose, whenever the sum received does not exceed three dollars, and that they are equally competent to direct a similar expenditure of five or even ten dollars;

that the cities have full authority to apply the large sums of money which they receive to that purpose, and that the rural districts are quite as competent to determine this question as are the cities; that there is no dearth of reading matter in the rural districts; that one of the principal reasons why the district libraries are not so highly regarded as formerly, is the fact that thousands of families now have private libraries, whereas but a few had the like twenty years ago; and that during the last quarter of a century, newspapers and other periodicals have increased wonderfully in cheapness, ability and circulation, so that they are now found in almost every household, occupying the largest share of the time which the inmates devote to reading; and, finally, that when the inhabitants of a district, thus supplied or not, feel sufficient interest in their library to warrant its preservation and usefulness, they would continue to apply the money to the purchase of books, notwithstanding the law might authorize them to do otherwise.

3d. That the money should be allowed to accumulate in the treasury, till it shall reach a sum sufficient to buy large editions of valuable books; and that competent persons should then be appointed to select such editions, and cause them to be distributed among the districts. It is claimed that, under this plan, none but meritorious books would find their way into the libraries, and that this would be the most economical mode of expending this money for books; but they could not, like money, be distributed according to the number of children of school age, nor according to population. The only practicable mode of distribution would be to treat the districts, large and small, alike, by allowing to each the most important volumes thus purchased.

4th. Still another plan proposes to continue the present mode of apportionment, and to require each district, as a prerequisite to the reception of its portion of the library money, to raise an equal sum by taxation for the same purpose. It is urged that such an annual tax would secure attention to the proper care and preservation of the libraries; and that the money thus raised by tax, united with that received from the state, would make, annually, an appreciable addition of valuable books. Were this plan adopted, the difficulty of securing the proper selection and purchase of books, at a reasonable price, would still exist.

The undersigned commits this subject to the wisdom of the Legislature, hoping that they will be able to determine what action will be proper in regard to it.—*Extract from the State Superintendent's Report for 1862.*

13. TORONTO MECHANICS' INSTITUTE LIBRARY.

The library, the most important department of the institute, has undergone much improvement during the year. The great increase in the demand for books obliged the directors to make special efforts to render the library more complete and attractive. To attain this object they more than doubled the monthly appropriation at the disposal of the library committee, and from time to time, as the state of the finances would warrant, special appropriations have been made for the purchase of such of the popular standard works as were more frequently inquired for. Complaints have occasionally been made of difficulty having been experienced by members, in obtaining the new and more entertaining volumes, but to obviate this difficulty, and allay any dissatisfaction that may have arisen from this source for months past, several copies of each of the more interesting new books have been procured.

The total number of books, according to last annual report was..... 5,067
Added, by purchase, during the year..... 498
Bound up from reading room..... 53
Donations..... 24

Making a total of..... 5,642

Being an addition of 575 volumes during the past year.

The Directors are happy in being able to report a constant and considerable increase in the number of those who take advantage of the privileges that the Library affords. The general improvement of this department, and the more easy access to the popular volumes, have no doubt contributed much to this gratifying result.

In accordance with the general regulations, the Library has been closed during the past week for the purpose of examination, and the Board have pleasure in stating that the books are in excellent condition considering the continuous use to which they are subject. A very large number of volumes have been repaired during the year.

The Catalogue of the Library, which was promised in last report, has since been completed and printed, and is now extensively circulated among the members.—*Extract from the Report.*

III. Papers on Practical Education.

1. PRIMARY READING IN THE BOSTON SCHOOLS.

Perhaps there is no one particular in which there has been greater improvement in the teaching of these schools, than in the mode of teaching the alphabet and the first steps of reading and spelling. Where the schools are fully graded the beginners constitute a school by themselves, the teacher having no other class to instruct. The children of this class whose hard lot under the old arrangement, being necessarily compelled to do nothing, but sit still, with arms folded, for the greater part of the time, used to excite our deep compassion, now afford, in many schools, a spectacle delightful to look upon. They are taught in a more rational manner than formerly, pleasant and profitable occupation being given to all, so that there is little opportunity and little disposition for mischief, and consequently little occasion for punishment. The teacher points to a letter on the blackboard or a tablet. All are required to look at it. Perhaps the letter is traced out before the eyes of the pupils so that all may observe its form. Its name is then given, and all repeat it distinctly. Then its sound is made by the teacher, and all the pupils are required to try to imitate the sound. The children are kept at this but a few minutes. They now take their slates, and try to find the letter on the frames. If any do not succeed, they are assisted. The next step is to take their pencils and imitate the form of the letter. As soon as two letters are learned in this way, they are combined into a word. This word is written on the blackboard, or shown on the tablet. It is spelled by naming the letters. It is spelled by giving the sounds, or analyzing it. It is talked about. It is put into a sentence. As soon as a word is made which names some familiar object, the object is talked about, or a drawing of it made, if the thing itself is not at hand. This is only a very imperfect sketch of the work of a very small part of a day, in one of the good schools. The children are happy. The first steps of their education are what are requisite to prepare them for those which are to follow.—JOHN D. FRIDRICK, in *Semi-Annual Report*.

2. PRIZES FOR READING.

A gentleman of Boston has donated \$2,000 to Harvard College, to be expended in prizes and otherwise to promote improvement in the art of reading among the students. There is much need of some incentive in this direction. The few only of otherwise cultivated men read passably well.

3. THE TEACHER AS A TALKER.

1. He should be an easy one. Of all men he most needs fluency of speech. A few disagreeable twitchings of face and savings of hand have nearly destroyed my interest in the utterance of one of the best thinkers I have ever known. How much more difficult is it, then, for the young mind to maintain an interest in the talking of the teacher who has to labour to work even the most commonplace thoughts into words! What sorer infliction anywhere than a hard speaker! Is not the wonder that the young rogues stand as well as they do, this belabouring with words!

The most prudent teacher must talk much, and physically to talk easily is of no slight importance.

2. The teacher should be a ready speaker; a minute man in the use of verbal expletives—not merely or principally in the enunciation of theories in the great assemblies where pedagogues congregate, but before his daily classes. His mind and tongue should be set like the most delicate hair-trigger; he should be able to bring down mental birds as they flit by, "on the wing."

3. A forcible talker the teacher should surely be, and to be such he must be clear. This is the most important quality in any speaker's style: how doubly needful in that of him who deals with young undisciplined minds! And to speak clearly we must think clearly. A wonderful reflex influence speaking and thinking have upon each other. Clear streams don't flow in muddy channels; and if you and I can't use language to make a pupil "see" some point, had we not better inquire if the root of the matter is really in us? Why do our public men say they "can't talk to children?" Not because their great ideas can't be compressed enough to enter juvenile minds, but because such minds will be interested in nothing but good and clear sense.

A clear, forcible style must also be terse. Every word in a sentence is either a burden or a support. And like a chaste pillar, for beauty or strength, every proposition should bear no needless weight. "Who is this that darkeneth counsel with words without knowledge?" I suppose the truth must be told, the answer must be given—the careless teacher. When I have heard a speaker make a most excellent point, and then, instead of stopping, continue to

qualify the first or make another, until both are spoiled, I think of a painter, who, wanting just to touch some lineament of an already finished picture, finishes it, indeed, as I could—by dropping his brush upon its face. How much harder it is to know *when* to stop talking than how to begin! But the forcible, successful teacher must be earnest. Hear the best authority on this subject: Clearness, force, earnestness, are the qualities which produce conviction in minds of any age. If a teacher stops to take one gape, when attempting to illustrate some thought, be assured, meanwhile, his pupils will take two. A teacher's soul must be in his work, or it will not breathe forth in his words. Ah! we love the calm self-possession of the good disciplinarian, but never would we have it purchased at the price of that enthusiasm which fires up its possessor, even before his little audience.

4. An eloquent talker; and this is what he must be, if successful. Yes, let the law sprig laugh, and the young divine sneer at the thought of eloquent tones issuing from the schoolmaster's desk. The man who can stand daily before the piercing eyes and plastic minds of children, and feel not interest enough in the truth he is presenting, or in the welfare of his immortal charge, to rouse in his breast some eloquent fire, has no soul for eloquence.

5. A discreet talker, not a long, random declaimer. Truth, pertinent truth and fact, will form the basis of all his eloquence—its limit be utility. No man more than the teacher needs to know just when to speak, what to say, how to say it, or (hardest of all) when to stop. Judgment, judgment is the great thing in every business of life. I would give more for some generals who have handled one regiment, in one battle, than for some others who have spent two score years in military life. Far are we from despising all proper and needful aids to any profession: we feel too sensibly the need of them in our own; but yet, we do not believe that unless nature has instituted certain faculties in a man, and given him certain normal principles, all exotics planted by institutes and watered by normal schools will bear little fruit.

I have little patience with those who speak of that quality as the only one the teacher need possess. A wooden man is patient, or at least insensible. But the teacher without tremendous energy behind his patience is a poor affair. Upon how many and various things the teacher must decide! and the decision, too, must be instant; when should come the gentle reproof, when the kind word of encouragement, when the stinging sarcasm, when the stern command.

And do not suppose we think the teacher should be ever lecturing his pupils, either on morals or class studies. O, the power of silence the force of a motion or a look!—the pressure of a quiet, self-reliant reserve force upon a school. We envy, at least we would emulate, the power of the man who is so completely master of himself that the worst school can draw from him no word of irritation, whose true dignity and self-respect a legion of bad boys could not disturb. Such a one may strike if occasion requires, but will never scold.

Fellow-teachers, if you forget all my words, remember those of teachers inspired.

"He that ruleth his own spirit is mightier than he that ruleth a city." Such a one will rule others. "Words, fitly spoken, are like apples of gold in pictures of silver." If there be any place where such "pictures" should be hung, it is in the school-room, and the teacher is to hang them there. "For every idle word that men speak they shall be called to give an account thereof in the day of judgment." How great the responsibility, then, of him whose every word is echoed in scores of young hearts!—G. W. B., in *Pupil-Teacher*.

4. PHILOSOPHY OF SCHOOL EXAMINATIONS.

An eminent educator has said, that a man never knows anything fully until he has told it,—wisely implying that whatever is learned and is partially fixed in the memory, becomes far more deeply impressed by communicating it. The idea that it is somewhat nebulous, yet perhaps sufficiently clear to satisfy most scholars, must be more distinctly apprehended before it can be stated in terms that ought to satisfy any teacher. This is one of the great benefits of a well-conducted recitation; it requires the pupil to set forth in words the thoughts or principles which his lessons contain; it accustoms him to study how he can justly express what he has learned, so that it shall be intelligible to others.

Any argument in favor of public examinations of schools, at the close of the term, seems unnecessary; yet it may be proper to state some considerations in favour of a practice, which I trust will be adopted in every school of the country.

If teachers know that their scholars must pass the ordeal of a public examination, they will naturally have them review carefully and frequently, which is one of the most useful extensions, if rightly conducted. Scholars, too, will be more willing to review, and less anxious to get through their books, knowing that spectators will

judge of their proficiency far more by the thoroughness and readiness which they evince, than by the number of pages or books run over. In this way pupils will form the excellent habit of trying to understand perfectly whatever they are studying. Parents will be much and justly gratified to witness a fair examination of their children, and to be assured of their actual progress.

But let no teacher dare to deceive parents by show exercises, trying to make them believe their children have learned more than they really have.—It is not safe; the deception is sure to be detected, and the teacher who practises it, merits and will inevitably receive only contempt for his reward.

I wish teachers throughout the county would immediately decide to close their schools with an honest, thorough public examination; let their pupils understand this decision, that they may have the healthy stimulus to incite them to greater and more careful effort; let parents understand that they are desired to make arrangements to attend it without fail, as well as to visit the school previously. Then let teachers resolve to resist the temptation to make a display and conscientiously labor to render their scholars capable of sustaining a strict examination.

I think it is no exaggeration to estimate very highly the value of such an examination and of the thorough preparation necessary for it. Will teachers give the plan a fair trial this season, and let us know the result?—A. SMITH, in *Lewistown Gazette*.

5. DRAWING IN SCHOOLS POPULARISED FOR GENERAL EXERCISE.

Teachers will find it well to spend a few minutes occasionally in calling upon their pupils to go to the black board and perform operations like the following: Draw a line 1 foot long; six inches long; three feet long; two parallel lines 18 inches long; a figure 15 inches square an oblong 8 inches by 12; a circle 10 inches in diameter.

Let the teacher hold up a book and request the pupils to mark its size upon the blackboard; do the same with a cane; a hat; etc. etc. These exercises may be extended indefinitely and will prove very useful in disciplining the judgment as regulated by the eye. After your pupils have had some training on these simple exercises, call upon them to give their estimate of the length and width of the windows in the school room; of the doors; the length, width and height of the room; the size of the school yard; the width of the street etc. A little daily attention to these points will lead to habits of observation and comparison. Try it.—*Connecticut Common School Journal*.

IV. Education in Various Countries.

1. EDUCATION IN MASSACHUSETTS, 1862.

The Twenty-sixth Annual Report of the Board of Education in Massachusetts contains some 300 pages and is replete with valuable statistics, suggestions and observations on the schools and school system of the old "Bay State."

Number of children between five and fifteen years of age, in the state	234,252
Mean average attendance,	178,892
Ratio of attendance expressed in decimals,	.76

By far the largest portion of the volume is filled with abstracts of Reports from different counties. These are model reports of model schools. Notwithstanding the demands for money on account of the war, the pay of teachers has not been diminished; but the teachers in Boston offered a portion of their salaries amounting to \$13,000 as a contribution to carry on the war. But the city government declined the offer. The Report from Suffolk county closes as follows:

"Education is for the whole mass. It is a preparation for life, its temptations, cares and duties. It forms the character, and gives a right direction to divinely implanted powers. While it is engaged with the mind it must not neglect the will, the temper, and the heart. It fails in the performance of its noble work if it does not show the young how to govern themselves, for the glory of God and the good of mankind. It cannot accomplish this mighty task without asking aid from above, and carrying the hopes of man beyond his mortal life."

2. EDUCATION IN THE STATE OF MAINE, 1862.

The common schools are in a flourishing condition, having suffered very little during the operations of the war. The academies and colleges have been seriously disturbed, and the classes thinned by the devotion of patriot scholars to arms instead of books. Teachers of all ranks by hundreds have gone to the battle field, thus showing that intelligence and patriotism go hand in hand; but their loss has

been supplied in part by new teachers and especially by enlisting educated ladies, who have conducted the schools with eminent success. The Legislature is urged to make provision for the professional education of her teachers. In this respect the state is evidently in the back ground. The subject of English pronunciation is treated at length and much research, from which we make liberal extracts.

We rejoice to learn that this State is to have two Normal Schools. A bill was passed by the last Legislature making provision for the establishment of one school in the eastern part of the State, and one in the western, and a special committee was appointed to decide upon locations. We congratulate Superintendent Weston and the friends of education for the success which have crowned so successfully their earnest efforts in behalf of the schools of Maine; and we congratulate the friends of public schools in having at the head of educational matters a gentleman so eminently fitted for the duties of the office as Mr. Weston has shown himself to be.

3. EDUCATION IN CONNECTICUT STATE—1852, 1862.

The number of schoolhouses, reported in good condition, was, in 1852, 240; in 1862, 1341. Number condemned by school visitors in 1852, 420. Number of permanent teachers in 1852, 270; in 1862, 750. Yearly length of schools in 1852, 28½ weeks; in 1862, 35 weeks.

In 1852 a property tax was laid by 3 school societies and 17 districts, amounting to about	\$10,000
In 1862 the town school tax amounted to	76,000
and the district tax to	103,000

Total tax for annual support of schools	\$179,000
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Income from school fund	\$132,000
Income from town department fund	45,000

Total from town and State funds	\$177,000
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Population of State in 1850, 370,000; in 1860, 460,000; an increase of 90,000, or nearly 25 per cent.

The population of the State has never increased so rapidly at any other time, as in the time when there was the greatest expenditure for common schools. The same is true of the increase in the value of property.

The town of Holyoke has just finished two spacious and admirably arranged school-houses costing about \$14,000. The one erected for the High School, in its architectural beauty and internal arrangement is superior to any other in the Connecticut valley.

4. EDUCATION IN THE STATE OF NEW JERSEY, 1862.

Hon. F. W. Ricord, Superintendent, states that the schools are in an unusually flourishing condition; and adduces as evidence of this statement, that more money has been raised and appropriated for their support than during any previous year; that school taxes have been cheerfully paid and school officers elected with special reference to their fitness for office.

Teacher's Institutes have been held in every county, and their influence is felt far and wide in awaking an interest in the schools and in elevating the standard of education.

Number of schools in the state,	1617
" children between 5 and 18 years,	198,529
" " who have attended school,	132,590
Average daily attendance at school,	58,720
" number of months schools have been kept open,	9
Terms of tuition per quarter,	\$1.48
Amount raised and appropriated,	\$562,529.23
Number of male teachers employed,	1,104
" female	1,108
Salary of male	\$385
" female	222

5. PROGRESS OF EDUCATION IN CHICAGO, 1862.

Under the able management of Superintendent Wells, the public schools of Chicago have attained a very high degree of excellence.—The Monthly Institute of Teachers has proved a complete success.—The punctuality of pupils is remarkable being 92.4 per cent of all the schools.

The number who were neither absent nor tardy in a single instance during the year was 86.

Number not absent a single half day,	118
" " nor tardy during 3 years,	4
" " " " " " 2	10
" " " " " " 5	2
" " " " " " 4	3

6. SOUTHERN EDUCATIONAL CONVENTION.

At a recent meeting of the Southern Convention, held at Columbia, South Carolina, the following letter from President Davis was read:—

"EXECUTIVE OFFICE, RICHMOND, Virginia, April 22nd, 1863.

"Messrs C. M. Wiley, J. D. Campbell, and W. J. Palmer,
Raleigh, North Carolina.

"GENTLEMEN,—I have the honour to acknowledge your invitation to attend a meeting to be held in Columbia, South Carolina, to deliberate upon the best method of supplying text books for schools and colleges, and promoting the cause of education in the Confederate States. The object commands my fullest sympathy, and has for many years attracted my earnest attention.

"It would be difficult to over-estimate the influence of primary books in the promotion of character and the development of mind. Our form of Government is only adapted to a virtuous and intelligent people, and there can be no more imperative duty of the generation passing away, than that of providing for the moral, intellectual and religious culture of those who are to succeed them.

"As a general proposition, it may, I think, be safely asserted that all true greatness rests upon virtue, and that religion is in a people the source and support of virtue. The first impressions on the youthful mind are to its subsequent current of thought what the springs are to the river they form, and I rejoice to know that the task of preserving those educational springs in their purity has devolved upon men so well qualified to secure the desired result. I have only to regret my inability to meet you, because it deprives me of the pleasure your association would give.

"With my best wishes, I am, very respectfully, your fellow citizen,
"JEFFERSON DAVIS."

7. EDUCATION IN ICELAND.

Iceland, which has a population of about seventy thousand, is under the government of Denmark. The language spoken in Iceland is the old Scandinavian, closely akin to the Saxon, with no admixture of Greek or Latin roots. It has, singularly enough, a literature 900 years old. There are four presses on the island, and four newspapers. About 60 volumes are issued in a year, but most of them are published in Copenhagen. There are colleges and academies of medicine there, and common schools. But most of the education is domestic in its character. The fathers teach the children so effectually, that a young Iceland boy or girl of eight years old cannot be found unable to read and write. Wandering minstrels, like those of the old time in Scotland and Germany, are still to be found traversing the country, and dropping in on families happy to receive them, who gladly give them a night's supper and lodging in exchange for their lay. The Icelandic Church is Lutheran. There are 190 churches on the island, with 280 clergymen.

8. PROGRESS OF EDUCATION IN TURKEY.

The *Star of the East*, a journal published at Constantinople, affords the following particulars of the Christian Schools in the Turkish Empire. These are derived, according to that journal, from the bureau of the Ministry of Public Instruction in Turkey:

At Constantinople and in the environs: schools, 144; professors, 472; pupils of both sexes, 16,217. Subjects of instruction: general history, sacred history, philosophy, the catechism, grammar, mythology, geography, arithmetic, geometry, physics, theology, ethics, calligraphy; of languages, the Greek, French, Turkish, Latin, etc.

In Roumelia and the Isles of the Archipelago: schools, 1692; professors, 1747; pupils of both sexes, 87,231. Subjects of instruction: the Greek and Bulgarian languages, and in certain schools arithmetic, geometry, geography, history, calligraphy, and the French and German languages.

In Anatolia and Arabia: schools, 726; professors, 903; pupils of both sexes, 34,959. Subjects of instruction: the Gospel and the Psalms; of languages, the Arabic, Turkish, Chaldaic, Syriac, Greek, and Armenian; history, geography, music, and manual labor. Total: schools, 1562; professors, 3122; pupils (both sexes included), 138,387.

In Constantinople itself, and in the suburbs, there are counted 127 schools, of which 77 are Greek, with 6477 pupils; 5 Protestant, 82 pupils; and 8 Catholic, 509 pupils. The Greek schools are divided into two categories, 45 inferior or "allelodidactic," so termed from the system of mutual instruction adopted in them; and 25 Hellenic schools or gymnasia, in which the principle subject of instruction is the Greek language.

9. EDUCATION IN PRUSSIA.

Among the debates of the Chamber of Deputies during the last week those respecting the Education Bill claim universal interest. It is notorious that the general education of the people in Prussia is considered to have attained a high and favourable position. It is from the fact that even in the country few are to be found who are unable to read or to write, that the nation has acquired its reputation for intelligence. Few, however, are acquainted with the darker side of the educational question in Prussia. The young candidates who devote themselves to the calling of teachers receive in the seminaries but an indifferent education, that scarcely places them above village schoolmasters. From the beginning they have no prospect of advancement, and the stimulus of ambition in their calling is wanting in their case. Out of the 30,000 elementary schoolmasters the greatest number of those living in the country are literally exposed to famine, and the circumstances in which they are living are worse than those of a day labourer. Their material situation is, besides, one of the most miserable among all classes in Prussia.

No pensions are provided for the schoolmaster, as is done for all other state officials. After a long period of service, when he grows old and is unable to teach any longer, his successor, whose salary is often under £30 a year, is obliged to provide for him, and should his family survive him, it is reduced to beggary. Now, since 1849 the system of tuition in the public schools should, as prescribed in the constitution, have been regulated by a bill, and in 1850 the Minister Von Ladenberg announced its accomplishment. This Minister, however, resigned his position before he could bring in his bill, and ever since that time it has been lying in the office of ecclesiastical affairs without having benefitted the country. Instead of this bill, the successor to the above-mentioned Minister, Herr Von Raumer, ten years ago issued, without the permission of the Chamber, a prescription on the subject under the name of the "Regulative." This bill is, perhaps, one that has been most attacked in Prussia. It not only impresses upon the schools a strictly exclusive confessional character, but it also exchanges an extended animated instruction for a restricted formalism. It prohibits the reading of the great German authors, lessons in natural history, mathematics, and even in universal history. It deemed, moreover, the decimal system to be suspicious. The educational committee of the Chamber, induced by numerous petitions, had moved a resolution to the intent that the bill promised by the constitution had every year become a more urgent necessity and an inevitable duty, and it had at the same time elaborated a series of twenty-four propositions that touch all the above-mentioned evils, and that will serve as a foundation for the expected bill. The Minister of Ecclesiastical Affairs did not disavow the unfortunate situation of the schoolmasters, but added, however, that during the last few years more than half a million of dollars had been spent in improving it. The Government, he said, intended to regulate this question, and to effect a reform in educational affairs by means of an ample bill, and for that reason he would be unable to recommend the acceptance of those resolutions, as they would forestall the government. He added, however, that the present state of general political affairs in Germany, which also influenced tuition, had not as yet rendered the bringing forward of the intended bill possible. This declaration, the object of which was evidently to postpone the bill *ad calendas Græcæ*, did not, however, satisfy the Chamber. This has now been going on for thirteen years, and after several stormy debates the resolutions have at last passed by a great majority.—*Berlin Correspondent of the Standard*, March 28, 1863.

VI. Biographical Sketches

No. 28.—THE HON. MR. WALKER.

The Hon. Wm. Walker, of the Legislative Council, died yesterday in Quebec. He was a Crown appointed member; and his death will therefore not necessitate an election. Born in Scotland, he came to Canada in 1815, and was for many years engaged in mercantile business in Quebec and Montreal. In 1837 he was appointed a member of the Special Council. He was the first Chancellor of Bishop's College, Lennoxville, which conferred upon him the degree of D.C.L.; was first President of the Quebec and Rivière-du-Loup Railway Company, before its amalgamation with the Grand Trunk; was for many years President of the Board of Trade of Quebec; President of the Bank of Montreal; Deputy Master of the Trinity House, and was part owner and one of the building committee of the seagoing steamer *Royal William*, constructed at Quebec, which was the first steam vessel which crossed the Atlantic ocean. He was called to the Legislative Council by Royal Mandamus, 19th August, 1842.

No. 29.—LIEUT.-GEN. T. J. ("STONEWALL") JACKSON.

The death of this memorable man, on the 10th ult., has sent a thrill of sorrow far beyond the confines of the Confederacy which his skill and valour has so materially aided to establish. Born in Lewis county, Virginia, in the year 1826, and left an orphan at an early age, Jackson's family influence enabled him to enter the Military Academy at West Point in his seventeenth year. He was graduated thence in 1846, in the same class with McClellan, received the usual appointment of brevet second lieutenant, and was assigned to duty in the Second Regular Artillery. It was the time of the Mexican troubles, and Jackson saw his first military service under Magruder, in his celebrated battery, which went through the campaign. On the 20th of August, 1847, he was promoted to the rank of first lieutenant; was soon after breveted to a captaincy, for gallant conduct at Contreras and Chumubusco; and became a major for bravery at Chapultepec. On the 20th of February, 1852, he resigned his position in the army on account of impaired health, and accepted a professorship at the Military Institute in Lexington, Virginia. Appointed to a colonelcy in the Southern army of Virginia, Jackson advanced from Harper's Ferry with a considerable force, and occupied that post on the 18th of April, 1861. On the 2nd of the following July, he was attacked at Martinsburg by Gen. Patterson, and was obliged to retreat. From that time until the first battle of Bull Run, Jackson did good service to the Southern cause—dashing here and there—committing depredations—and entitling himself to the reward of a Brigadier-Generalship, which was bestowed upon him. During the winter of 1861-2, his forces remained at Centreville; but while McClellan was removing his army to the Peninsula, Jackson went into Western Virginia. Hastening back to Richmond, he was in time to take part in the battles before Richmond, which closed the disastrous campaign of the Federal forces on the Peninsula. Untiring and zealous, Jackson retraced his steps to Northern Virginia, and, with a large force, led the advance of Lee's army in its campaign against Pope; crossed the Potomac into Maryland; occupied the city of Frederick; recrossed the river; moved westward, and again captured Harper's Ferry; and returned to Maryland, to take his usual prominent part in the battle of Antietam. Promoted to the rank of Lieutenant-General in the Confederate army, Jackson was in command of a heavy force at Fredericksburg, at the attack upon that place by Burnside, and again in the recent movement of Hooker; and it was in the terrible contest at Chancellorsville that he found the end of his career. He left the field and went home to die at the early age of 37.

INCIDENTS OF HIS MILITARY AND RELIGIOUS LIFE.

The incidents which are told of this able and daring leader would fill a volume. They all hinge upon the sincerity of his zeal, his personal bravery, his dash and courage in military operations, and the remarkable influence which he exercised over his men. Jackson was a very religious man. While in command at Winchester, he took a prominent part in revivals, and habitually led the "Union prayer meetings." A servant of his, captured by the Federal forces not long ago, says that before entering upon an engagement, his master always retired to his quarters to pray. Nor was he devoid of generosity. There is a story, that when the surgeon of one of the Indiana regiments and two of his brother officers were captured by a party of Ashby's cavalry and taken before Jackson, he said, "It was you, gentlemen, who lately saved the property of a dear friend of mine in the valley from the fury of your own men. I thank you. Have you any means of transportation back to your regiment?" "We have not, General." He then gave them horses, an escort, and one hundred dollars, and courteously dismissed them on their parole. In society he is quiet but cheerful; not loquacious, but intelligent and shrewd; in religion, a strict Presbyterian, and extremely strict in his church observances. As there are many conflicting reports about the origin of the name of "Stonewall," it may be interesting to repeat the true circumstances under which it was given. In the first battle of Manassas, July 21st, 1861, General Bee, of South Carolina (himself subsequently killed in the same action), observing his men finching and wavering, called out to them to stand firm, exclaiming "Look at Jackson's men; they stand like a stone wall!" In his official report of the battle, General Beauregard employed the same expression in connection with General Jackson's command, and the name has clung to General Jackson ever since.

OFFICIAL ORDERS REGARDING HIS DEATH.

"Chancellorsville, May 4.

"To Lieutenant-General T. J. Jackson.

"General,—I have just received your note informing me that you were wounded. I cannot express my regret at the occurrence. Could I have directed events, I should have chosen, for the good of the country, to have been disabled in your stead. I congratulate you upon the victory, which is due to your skill and energy.

"Most truly yours,

R. E. LEE, General."

"No. 61. Head Quarters, Northern Virginia, May 11, 1863.

"With deep grief the Commanding General announces to the army the death of Lieutenant-General T. J. Jackson, who expired on the 10th inst., at a quarter past three o'clock p.m. The daring skill and energy of this great and good soldier, by the decree of an all-wise Providence, are now lost to us; but while we mourn his death, we feel that his spirit still lives, and will inspire the whole army with his indomitable courage and unshaken confidence in God as our hope and strength. Let his name be a watchword to his corps who have followed him to victory on so many fields. Let the officers and soldiers imitate his invincible determination to do everything in the defence of our beloved country.

"R. E. LEE, General."

PERSONAL DESCRIPTION.

Imagine a man about five feet ten inches high, rather thick-set, full chest, broad, stalwart shoulders, and indeed the whole physique indicating what is commonly called a well-made man. He is the picture of health, though there is no redundancy of flesh. His face is slightly bronzed from the constant exposure of his campaigns. His appearance at first impresses you with the idea of great powers of endurance. The expression of his face adds to rather than diminishes the general effect. There you see self-command, perseverance, and indomitable will, without the least admixture of vanity. His forehead is broad and prominent; eyes expressing a singular union of mildness, energy, and concentration; cheeks and nose both long and well formed. His dress is a common grey suit of faded cassimere, the coat slightly braided on the sleeve, just enough to be perceptible, the collar displaying the rank of a Lieutenant-General.

HOW HE WAS WOUNDED.

Richmond papers give a full account of the wounding, death, and funeral of Jackson,—the former leaving no doubt that the wound was inflicted by the mistake of his own men. On Thursday, Mrs. Jackson arrived, greatly to his joy and satisfaction, and she faithfully nursed him to the end. By Thursday evening all pain had ceased. He suffered greatly from prostration. On Friday he suffered no pain, but prostration increased. On Sunday morning, when it was apparent he was rapidly sinking, Mrs. Jackson was informed of his condition. She then had free and full converse with him, and told him he was going to die. He said, "Very good; very good. It is all right." He had previously said, "I consider these wounds a blessing. They were given me for some good and wise purpose. I would not part with them if I could." He asked of Major Pendleton, "Who is preaching at head-quarters to-day?" He sent messages to all the Generals. He expressed a wish to be buried in Lexington, in the valley of Virginia.

THE FUNERAL OF GENERAL JACKSON.

The Richmond *Inquirer* of the 13th ult. says:—The city was again yesterday the scene of another outburst of mourning, and the last offices of honour to the departed hero were performed with fitting magnificence. In no public ceremony—not even the grand display which attended the inauguration of the monument to Washington some years ago, has Richmond been rendered more memorable than upon this occasion, when every branch of the Confederate and State Governments, with an army of bronzed and hardy heroes, and the whole city pouring forth its living tribute,—aged and young of both sexes,—joined in the pageant, and gave it all the imposing grandeur which sympathy, sorrow, love, and admiration united, could bestow. On either side and in the rear, an immense throng of ladies and gentlemen, children, servants, and soldiers, mingled ready to move along with the procession. The banners were draped with crape, and the swords of the military officials were draped at the hilt. The artillery bore the sad insignia—the arms of the infantry were reversed—the drums were muffled—and at the given hour, a gun stationed beneath the monument boomed forth the signal for motion. The flags upon the public buildings remained as on Monday, at half-mast. The scene on Main-street was beyond adequate description, so impressive, so beautiful, so full of stirring associations, blending with the martial dinges of the bands; the gleam of musket, rifle, and sabre drawn; the sheen of black cannon: thousands of throbbing hearts; and the soul of sorrow that mantles over all. From Second-street, through which the procession partly passed, it wheeled into Grace-street, down which it returned to Capitol-square, entering by Monument Gate. At different stages of the obsequies, the cannon which remained stationed at the foot of the monument pealed out in tones of thunder, which heightened the effect of the tolling bells, the solemn music, and the grand display. The hearse being drawn up in front of the Capitol, the coffin was removed to the Hall of the House of Representatives, where it was laid in state in front of the Speaker's seat. Thousands crowded into the building,

many bearing splendid bouquets with which to adorn the coffin; and at night hundreds were turned away, after hours of fruitless efforts, without seeing the face of the beloved departed warrior. The funeral is said to have been a most tumultuous outburst of mourning. It was attended by President Davis and his Cabinet, all the members of the State, and an immense throng of citizens. The body lay in state at the Capitol till the morning of the 13th, when it was sent to Lexington. A statue of Jackson is to be erected in the Capitol.

THE CONFEDERATE, FEDERAL, AND ENGLISH PRESS ON THE DEATH OF GENERAL JACKSON.

The Richmond (Confederate) *Whig* of the 12th ult., in referring to General Jackson's death, says:—Since the death of Washington, no similar event has so profoundly and sorrowfully impressed the people of Virginia as the death of Jackson. The surprise and admiration with which his earlier feats in the war were regarded has long since ripened into cordial gratitude for his services, boundless confidence in his capacity, enthusiastic affection for his person, and sincere veneration for his character. * * * There is not one loyal heart in the Confederacy that has not, or will not, sicken and sink with grief at his fall. Were it possible to restore him, we believe there are thousands who would give their own lives to ransom him from the captivity of death. For all this love for him living, and all this grief for him dead, there was reason enough; for in the great struggle which now engages all hearts and hands, he was himself a power equal to many regiments of armed men. He had thrown into it the energies of a mighty spirit, the resources of a great intellect. What others did or attempted from impulses of ambition, patriotism, or a sense of duty, he did from compulsion of conscience and a reverential conviction of obligation to his Maker. He did it with all the strength of mind, soul, and body. So actuated, he thought not of consequences to himself—of dangers to be encountered or glory to be won; and, so acting, he left nothing undone that was possible of accomplishment. There is no need now to rehearse his deeds, they are fresh in the memories of all. But, memorable as those deeds are, and destined to become lessons for military students for long ages to come, it was not perhaps so much what in his brief but crowded career he accomplished, as the manner in which he did whatever most difficult feat lay before, and the ability he thus manifested for more arduous and momentous achievements; that explains the wonderful growth of his fame, and will give him a place in history amid the most renowned heroes and captains of all ages. The old Mother State that bore him is not sterile. The Confederacy for which he fought is fruitful of men; but it is not to be expected that this war will produce, or this generation see, one who in all respects will fill the great space he has left void. Others may have genius to devise, others his energy to execute, others his purity of life, and others his stern and solemn self-consecration to the cause, but we may hope in vain to find all these united in one, and their potency so felt by his men as that, his will moving and his spirit animating all, they should become, as Jackson's men were, the very limbs of his body, moving and acting as he willed, almost without conscious volition of their own. Still, let none suppose that because this great soldier will no more lead his inevitable battalions against the merciless and murderous invaders of our country, we shall be unable to defend ourselves against the hosts who muster for our destruction. The same Providence that gave us Jackson still rules the affairs of men, and though He has taken the mighty chieftain from us, He leaves us his illustrious example to follow, and his grand spirit to fire every heart and nerve every arm. The men who for two years have felt the influence of such a presence, whose hearts burn with glowing memories of what he was, will never yield to mortal foe. Jackson, though dead, will still fight in the men whom he so often led to victory.

The New York (Federal) *World* makes the following comments on his death:—It is creditable to the manhood of our northern people that the news of the death of "Stonewall" Jackson has been received throughout the Union with a thrill not wholly alien from the emotions which it must have touched in those rebellious states, the lightnings of whose battles he had so often launched against our armies and our flag. As every noble heart that beat beneath the red coats of the Parliament must have mourned the peerless Falkland; as every high-souled cavalier must have brushed aside an honest tear when Hampden fell;—so our children will be proud to know the northern valour and northern loyalty—the pride of the northern soldier and the faith of the northern citizen—passed in the hottest and sternest hour of our great struggle, to honour the memory of the man in whom the Union had found at once the most dangerous and the most conscientious—the most resolute and the most chivalrous—of its force. War is never so hateful as when it kills in men the supremely manlike quality of justice to our enemies; and the spontaneous, irrepressible tribute

which rose to all men's lips when they heard that the bravest of the rebel brave had died a soldier's death, was a victory won by the heart and temper of the northern people, on which the muse of history will linger, perhaps, with something like relief from her sad chronicle of "men arrayed for mutual slaughter." The northern people honoured in Jackson qualities which the worst cause cannot obscure. They respected the sincerity of the man as much as they admired the daring of the soldier. They believed him misled, but they felt that he was no misleader. They lamented in his victories only this, that feats which reflected such renown on American gallantry should have been performed in a cause so fatal to American hopes; and not even the sense of gain we all must feel in the loss to the rebel hosts of such a captain, can make us stand otherwise than with uncovered heads before the early grave of an heroic chieftain, the example of whose high qualities the truest and most loyal soldier of the Union and the right may honourably lay to heart.

The *London Times* thus refers to the dead hero:—The Confederate laurels won on the field of Chancellorsville must be twined with the cypress. Probably no disaster of the war will have carried such grief to Southern hearts as the death of General Jackson, who has succumbed to the wounds received in the great battle of the 3rd of May. Even on this side of the ocean the gallant soldier's fate will everywhere be heard of with pity and sympathy. Not only as a brave man fighting for his country's independence, but as one of the most consummate generals that this century has produced. Stonewall Jackson will carry with him to his early grave the regrets of all who can admire greatness and genius. From the earliest days of the war he has been conspicuous for the most remarkable military qualities. That mixture of daring and judgment, which is the mark of "heaven born" generals, distinguished him beyond any man of his time. Although the young Confederacy has been illustrated by a number of eminent soldiers, yet the applause and devotion of his countrymen, confirmed by the judgment of European nations, have given the first place to General Jackson. The military feats he accomplished moved the minds of people with an astonishment which it is only given to the highest genius to produce. The blows he struck at the enemy were as terrible and decisive as those of Bonaparte himself. The march by which he surprised the army of Pope last year would be enough in itself to give him a high place in military history. But perhaps the crowning glory of his life was the great battle in which he fell. When the Federal commander, by crossing the river twelve miles above his camp, and pressing on, as he thought, to the rear of the Confederates, had placed them between two bodies of his army, he was so confident of success as to boast that the enemy was the property of the Army of the Potomac. It was reserved to Jackson by swift and secret march to fall upon his right wing, crush it, and, by an attack unsurpassed in fierceness and pertinacity, to drive his very superior forces back into a position from which he could not extricate himself except by flight across the river. In the battle of the Sunday, Jackson received two wounds, one in the left arm, the other in the right hand. Amputation of the arm was necessary, and the Southern hero sank under the effect of it, supported to the last by his simple and noble character and strong religious faith.

VI. Miscellaneous.

1. "MY WIFE AND CHILD."

[A correspondent, "Southron," sends us the following, with a request for its publication in our columns. It is from the pen of the famous "Stonewall" Jackson, written while he was with the United States Army in Mexico, of which army he was then, as he is now, of the Confederate, a brave and efficient officer. Our correspondent thinks Gen. Jackson must be accorded the merit of a true poet. The pathos of poetry and true affection were never more justly delineated.]

The taboo beats—the lights are gone;
The camp around in slumber lies;
The night with solemn pace moves on,
The shadows thicken o'er the skies;
But sleep my weary eyes hath flown
And sad, uneasy thoughts arise.

I think of thee, oh, dearest one,
Whose love my early life hath blest—
Of thee and him—our baby son—
Who slumbers on thy gentle breast;
God of the tender, frail and lone;
Oh, guard the gentle sleepers' rest;

And hover, gently hover near
To her whose watchful eye is wet—

To mother, wife—the doubly dear,
In whose young heart have freshly met
Two streams of love so deep and clear—
And cheer her drooping spirits yet.

Now, while she kneels before Thy throne,
Oh, teach her, Ruler of the skies,
That while by Thy behest alone
Earth's mightiest powers fall or rise,
No tear is wept to Thee unknown,
No hair is lost, no sparrow dies!

That thou can'st stay the ruthless hands
Of dark disease, and soothe its pain;
That only by Thy stern commands
The battle's lost, the soldier's slain,
That from the distant sea or land
Thou bring'st the wanderer home again.

And when upon her pillow lone
Her tear-wet cheek is sadly pressed,
May happier visions beam upon
The brightening current of her breast—
No frowning look nor angry tone,
Disturb the Sabbath of her rest.

Whatever fate those forms may show,
Loved with a passion almost wild—
By day—by night—in joy or woe—
By fears oppressed, or hopes beguiled,
From every danger, every foe,
Oh! God protect my wife and child!

THOMAS JEFFERSON JACKSON.

2. THE CAMBRIDGE PRESENT TO THE PRINCE AND PRINCESS OF WALES.

When the old Marquis Camden was elected Chancellor of Cambridge, King William IV., who was on intimate terms with him, said jokingly, "So you have turned printer of Bibles, have you? you must give me a specimen of your skill:" the Marquis, as the story runs, ran off to the Syndicate and asked what book could be given; the press was in a very bad condition, as it has been once or twice since, and the Syndicate and printer found that they had not a book that was presentable. If they gave a Bible it could only be one of their common books put into a handsome binding; a happy thought struck the printer, Mr. J. W. Parker. Suppose we print one on purpose! Agreed, was the chorus. And accordingly, when the Marquis was installed, a dozen presses were got ready, each with its form of type, and the first twelve sheets were printed on vellum, the pressmen being no less eminent personages than the Dukes of Wellington, Cumberland, Cambridge, Northumberland, and the Archbishop of Canterbury, who affixed their autographs and seals to the copy, so printed for his most Gracious Majesty. A number of the most learned men were selected to read the sheets, and considerable noise was made. The book took a long time to print, and before it could be presented the King died. The copy on vellum, the only one printed on that material, formed four volumes, and was presented to her present Majesty, we believe, in 1837, or very soon after she came to the Throne, and now reposes in the library at Windsor. The *King's Bible* is said to be remarkable as being the first book round the pages of which red border lines were printed, and being printed on large paper forms a very handsome volume, or is still handsomer if bound in two. The Wedding Present from the University consisted of a copy of this Bible, together with a Prayer Book printed uniform with it, and bound by Messrs. Rivington, the London agents for the University, in a most sumptuous manner. We are afraid that we cannot convey satisfactory account of the binding, or of the massive silver mounting of the volumes, and must, therefore, be content to refer the curious reader to the *Cambridge Chronicle*, where he will find them described in true journalistic style.—*The Bookseller*.

VII. Educational Intelligence.

CANADA.

—UNIVERSITY OF TORONTO.—His Excellency the Governor General has been pleased to make the following appointments, viz:—The Hon. Joseph C. Morrison, to be Chancellor of the University of Toronto, in the room and stead of the Hon. Skeffington Connor, deceased. Edward P. Bull, Esq., of Toronto, to be an additional member of the Senate of the University of Toronto.

— **THE LATE MR. THOMAS I. CHURCHILL OF THE EDUCATIONAL DEPARTMENT.**—We have to record with sincere regret the death, on the 16th ult., of Mr. Thomas I. Churchill, Assistant Clerk of Statistics in the Educational Department for Upper Canada, aged 22 years. Mr. Churchill had for the last three years been in failing health, but such was his devotion to the duties assigned him in the Department, that he could not be prevailed upon to relinquish them until he had become so enfeebled as to be entirely confined to his bed. When a lad, young Churchill became a pupil in the Model School. While there, his diligence and success were so gratifying that Mr. McCallum, then in charge of the school, warmly recommended him to fill the vacancy in the Education Office, caused by the lamented death of Robert Lesfer, who had also been a pupil of the Model School. During the seven years which Mr. Churchill remained in the Department, he exhibited the most fidelity and conscientiousness in the discharge of his duties. He was very accurate and methodical; and had his life been spared he would no doubt by his excellent character, assiduity and talents have ranked high as a departmental officer. His amiability and obliging disposition so endeared him to every one in the Educational Department that they all took the warmest personal interest in lightening his labours and promoting his advancement in the office. When at length he was compelled to desist from active service, he experienced the deep sympathy of his former associates, who on his departure from among them feel that they have lost a younger brother. During his fatal illness, Mr. Churchill was regularly visited by his pastor, the Rev. Dr. Caldicott, Baptist clergyman of this city. Dr. Caldicott has kindly furnished the writer with the following record of his religious character and experience:—"Thomas Churchill was a docile enquirer; and as soon as truth was plainly stated to him he received it with all his heart. His hope of glory rested alone on the finished work of Christ. His faith was simple, childlike, constant, unswerving to the end,—a faith that worked by love, leading him to desire the glory of the Saviour. He was very anxious to make a public profession of his faith; but this his health would not permit. He was uniformly cheerful. Death had no terror to him. Some weeks before his decease, he sent for a physician to tell him his true state, so that he might have the certainty of his death continually before him. Three days before that event, he asked his pastor if he thought his end was near; and on being told that he would probably not live a week longer, he expressed great satisfaction to think that he should so soon see his Saviour, and be permitted to adore him for his grace in saving him. A few minutes before his death, his mother remarked, "You will soon be in heaven," "Yes," said he, "to be with Jesus," raising his hand and pointing with his finger to the skies. Thus he passed away.

"Blessed in the sight of the Lord is the death of his Saints."

— **UPPER CANADA COLLEGE.**—At the annual convocation of the University on Friday last, no less than thirteen scholarships, including four double scholarships, were carried off by Upper Canada College boys. They also gained three medals and ten of the twelve scholarships allotted by statute for matriculants and first year's students.—*Leader.*

— **YORK TOWNSHIP SCHOOLS.—COMPETITIVE EXAMINATION OF PUPILS.**—The first combined examination of pupils selected from every school in the township of York took place in the Davisville schoolhouse No. 1, on Friday last. Great praise is due to Mr. Watson, the Local Superintendent, for the energy he displayed in bringing about so desirable a competitive Examination. The Township Council have granted a sum for the purchase of prizes, and the Educational Department having added 100 per cent. to the amount, a large number of books and philosophical instruments were obtained, amounting in value to \$70. The examiners were the Rev. C. Cooper, M.A., W. Tyrrell, Esq., the Reeve of the township of York, H. F. Tuck, Esq., M.D., F. J. Lealie, Esq., assisted by W. Lee and W. Mitchell, Esqs.—*Ibid.*

— **BRITISH AMERICAN COMMERCIAL COLLEGE.**—On Tuesday evening the students attending this flourishing institution, together with a number of ladies and gentlemen, assembled in the college room for the purpose of commemorating the termination of the first college year, by making a presentation to each of the teachers. Mr. T. D. Harris occupied the chair, and opened the proceedings with a brief address on the great value of such a college, and by presenting to Hugh F. McDonald and F. W. May, who had creditably passed a rigid examination by the Board of Examiners, the diplomas of the institution. The students then proceeded to present each

of the teachers with a beautiful rosewood writing desk, and complimentary address.—*Ibid.*

— **MCGILL UNIVERSITY.**—The notice of the convocation of this University in our last referred only to the first day, devoted to the Faculty of Arts. On the second day the Faculties of Law and Medicine presented their candidates for graduation. Andrew Robertson, Esq., M.A., one of the governors, presiding. The degree of B.C.L. was conferred on the following gentlemen: Isidore G. Ascher, John G. K. Houghton, Lewis N. Benjamin, Edmund T. Day, George O. Doak, Charles P. Davidson, Amedée L. W. Grenier, William A. Hall, George W. Stephens, Ernest Sabourin, Charles A. Vilbon, Charles J. C. Wartele, William F. Bullock, Alfred Charland, Frederick Lefebvre, Louis George Seranger, William Mackay Wright. Prof. Eviter addressed the graduates on behalf of the Faculty of Law. The degree of M.D. and C.M. was then conferred on the following gentlemen, Prof. Craik addressing them in behalf of the Faculty of Medicine: Horatio C. Burrett, William Wallace Gordon, James Lindsay Mason, J. B. Blanchet, Francis H. Braithwaite, Angus MacDonald, John H. Burland, Alphonse Brodeur, William W. Dickson, James E. Sawyer, Eli Ives Robert MacIntosh, John J. Marston, Peter E. Brown, A. E. Senkler, Antoine A. Desaulniers, Pierre Rainville, Honore Therien, George Wood, Donald S. Grant, Henry Graham, William E. Bessey, L. P. A. Grenier, Edward C. Malloch, William Claude Gustin, Thomas Rosa, James Ayles, James H. Fulton, F. D. Theriault, Franklin Goforth, Francis William Digby. The Principal closed the proceedings with a short address, in which he referred to the statistics of the past year, stating that the number of graduates in course on the present occasion was sixty-four; the number of students in the past session was in arts, 72; in medicine, 175; and in law, 55; making a total, after deducting six students entered in more than one faculty, of 296. This number did not include any matriculants or others not actually students, and there were in addition about 250 boys in the preparatory school, and 79 teachers-in-training on the roll of the Normal School.

— **TEACHERS' ASSOCIATION.**—The first annual meeting of the Teachers' Association in connection with the McGill Normal School was held in the Examination Hall of this School, Bonaventure Street, May 29th. Principal Dawson presided, the Hon. Superintendent of Education, several Professors of McGill College and other friends of education being present, as also a large and respectable audience. The proceedings were of an interesting and intellectual character, the audience in addition to able and entertaining addresses from Prof. Dawson, Hon. Mr. Chauveau and other gentlemen, being treated to most excellent music on the part of the Oratorio Society, under the direction of Mr. Fowler. After the display of several chemical experiments by Prof. Robins, the proceedings terminated with the singing of the National Anthem by the Oratorio Society and the audience.

Advertisement.

Annual Announcement of

THE MEDICAL DEPARTMENT

Of Victoria College, also in Affiliation with the University of Toronto.

THE WINTER SESSION will commence on the 1st of October next, and end on the 31st of March following. It will be conducted as usual, under a full staff of Professors.

There will be a Preliminary Course for the benefit of the Junior Students, and the Rooms open for Practical Anatomy after the 1st of Sept. The Students can avail themselves of the advantages of the Toronto General Hospital and the Richmond Street Dispensary as usual.

Matriculation may be at the Pupils' option in the London Pharmacopoeia, or Gregory's Conspectus, or Cæsar's Commentaries, or Sallust's Catalina, or any other Latin author.

The examination of candidates for graduation may be written and oral, or, if the candidate prefers it, entirely oral.

For further particulars apply to the Dean of the Faculty, the Hon. JOHN ROLPH, M.D., LL.D., 20, Gerrard Street, Toronto.

18th June, 1863.

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A PLEA FOR THE QUEENS ENGLISH.

BY THE VERY REV. CHENEVIX TRENCH, D.D., DEAN OF WESTMINSTER.

I am going to say a few words on behalf of the "Queen's English." But I must begin by explaining what I mean by the term. It is one rather familiar and conventional, than strictly accurate. The Queen (God bless her!) is, of course, no more the proprietor of the English language than you or I. Nor does she, nor do the Lords and Commons in Parliament assembled, possess one particle of right to make or unmake a word in the language. But we use the phrase, the Queen's English, in another sense; one not without example in some similar phrases. We speak of the *Queen's highway*, not meaning that Her Majesty is *possessed* of that portion of road, but that it is a high road of the land, as distinguished from by-roads and private roads, open to all of common right, and the general property of our country. And so it is with the *Queen's English*. It is this land's great highway of thought and speech; and as the Sovereign in this realm is the person round whom all our common interests gather, the source of our civil duties and centre of our civil rights, so the *Queen's English* is not an unmeaning phrase, but one that may serve to teach us some profitable lessons with regard to our language, and its use and abuse.

I called our common English tongue the highway of thought and speech; and it may not be amiss to carry out this similitude further. The Queen's highway, now so broad and smooth, was once a mere track over an unenclosed country. It was levelled, hardened, widened, by very slow degrees. Now just so it is with our English language—our Queen's English.

There was a day when it was as rough as the primitive inhabitants. Centuries have laboured at levelling, hardening, widening it. And it is by processes of this kind in the course of centuries, that our English tongue has ever been adapted more and more to our continually increasing wants. It has never been found too rough, too unsubstantial, too limited, for the requirements of English thought. It has become for us, in our days, a level, firm, broad highway, over which all thought and all speech can travel smoothly and safely. And along this same Queen's highway ploughs ever the most busy crowd of foot-passengers—the talkers of the market, of society, of the family. Words, words, words, good and bad, loud and soft, long and short; millions in the hour, innumerable in the day, unimaginable in the year: what then in the life; what in the history of a nation; what in that of the world? And not one of these is ever forgotten. There is a book where they are all set down. What a history, it has well been said, is this earth's atmosphere, seeing that all words spoken, from Adam's first till now, are still vibrating on its sensitive and unresting medium. The language of a people is no trifle. The national mind is reflected in the national speech. If the way in which men express their thoughts is slipshod and mean, it will be very difficult for their thoughts themselves to escape being the same. If it is high-flown and bombastic, a character for national simplicity and truthfulness, we may be sure, cannot be long maintained. That nation must be (and it has ever been so in history) not far from rapid decline, and from being degraded from its former glory. Every important feature in a people's language is reflected in its character and history.

In all our modern languages, some way is devised of getting rid of the "thou" in addressing persons in ordinary society. We in England have, indeed, done even more in this way than our neighbours. In France and in Germany, those intimate and dear are addressed with "thou" and "thee;" but in England we have banished these singular pronouns altogether from social life, and reserve them entirely for our addresses in prayer to Him who is the highest Personality. In common talk, the pronouns "I," "he," "she," are freely used. But when the form of the context throws these pronouns into unusual prominence, we shrink, I suppose, from making so much of ourselves or one another as the use of them in the nominative case would imply. Was there ever one of us who, when asked, "Who's there?" did not first, and most naturally, reply, "It's me." Now look at the sentence as it should stand grammatically

"He said unto them, It is I; be not afraid." Who does not feel that here is a majesty and prominence given by the nominative pronoun, which makes the assurance what it was to the disciples; what God grant it may be to us in our hour of need?

But now let us pass to an ungrammatical way of speaking of somewhat the same kind, which is not justified, and ought never to be used. Some people are fond of saying "*whom*," where "*who*" is required. "The man whom I thought was the person" is clearly wrong, because, in this sentence, the relative ought to be the nominative case to the verb "*was*;" "The man who I thought was the person." We often find persons using superfluous conjunctions or prepositions in their usual talk. Two cases are more frequent than others. One is the use of *but* after the verb *to doubt*. "I do not doubt *but* that he will come," is often found in print and heard in conversation. The "*but*" is wholly unnecessary, and a vulgarity. "I do not doubt that he will come," expresses precisely the same thing, and should always be used. The same may be said of the expression *on to*. "The cat jumped *on to* the chair;" the *to* being wholly unneeded, and never used by any careful writer or speaker.

From the use of superfluous prepositions we may pass to the use of the prepositions themselves. There is a peculiar use of prepositions which is allowable in moderation, but must not be too often resorted to. It is the placing them at the end of a sentence, as I have just done in the words "*resorted to*;" as is done in the command, "Let not your good be evil spoken of;" and continually in our common discourse and writing. But let us go farther still. *Going* to has not only a local, it has also a mental meaning, being equivalent to *intending* in the mind. And this usage rests on exactly the same basis as the other. The "*to*" of the infinitive mood is precisely the same preposition as the "*to*" of motion towards a place. "Were you going to do it?" simply means "Were you in your mental intention approaching the doing of it?" And the proper conversational answer to such a question is, "I was going to," or "I was not going to," as the case may be; not "I was going," or "I was not going," inasmuch as the mere verb *to go* does not express any mental intention. This kind of colloquial abbreviation of the infinitive comprehends several more phrases in common use, and often similarly objected to, as e.g. "*ought to*," and "*ought not to*," "*neglect to*," &c., some of them not very elegant, but all quite unobjectionable on the score of grammar. In many cases of this kind we have a choice whether the preposition shall precede or follow the object of the sentence. Thus I may say "the man to whom I had written," or "the man whom I had written to." In this particular instance, the former is the more elegant, and would usually be said: but this is not always so; e.g., "You're the man I wanted to have some talk with," would always be said, not "You're the man with whom I wanted to have some talk," which would sound stilted and pedantic.

We will now pass on to another matter—the use of *singulars* and *plurals*. It is a general rule, that when a verb has two or more nominative cases to which it belongs, it must be in the plural number. But let us take care what we mean by this in each case. When I say, "John and James are here," I mean "John is here and James is here;" but when I say, "the evening and the morning were the first day," I do not mean "the evening was the first day and the morning was the first day," but I mean "the evening and the morning together made up the first day." So that here is an important difference. I may use a plural verb when it is true of both its nouns separately, and also when it is only true of them taken together. Now, how is this in another example? Am I to say "two and two are four," or "two and two is four?" Clearly I cannot be in the first explanation, for it cannot be true that two is four and two is four. But how on the second? Here as clearly I may be grammatically correct in saying "two and two are four," if, that is, I understand something for the two and the four to apply to: two apples and two apples make (are) four apples. But when I assert the thing merely as an arithmetical truth, *with no apples*, I do not see how "*are*" can be right. I am saying that the sum of both numbers, which I express by *two* and *two*, *is*, makes up, another number, *four*; and in all abstract cases, where we merely speak of numbers, the verb is better singular: *two* and *two* "*is*" four, not "*are*." The last case was a somewhat doubtful one. But the following, arising out of it, is not so:—We sometimes hear children made to say, "twice one are two." For this there is no justification whatever. It is a plain violation of the first rules of grammar; "*twice one*" not being plural at all, but *strictly singular*. Similarly, "three times three are nine" is clearly wrong, and all such expressions; what we want to say being simply this, that three taken three times makes up, is equal to, nine. You may as well say, "nine are three times three," as "three times three are nine."

A word or two about the use of adverbs. I have heard young ladies, fresh from school, observe how *sweetly* a flower smells, how *nicely* such an one looks, and the like. Now all such expressions

are wrong. These verbs, *to smell*, *to look*, as here used, are neuter verbs, not indicating an action, but merely a quality or state. To *smell sweetly*, rightly interpreted, could be applied only to a person who was performing the act of smelling, and did it with peculiar grace; to *look nicely*, could only be said as distinguishing one person who did so, from another whose gaze was anything but nice. The Queen's English requires us to say, "How sweet the flower smells;" "How nice such an one looks."

It is impossible that an essay of this kind can be complete or systematic. I only bring forward some things which I believe might be set right, if people would but think about them. Plenty more might be said about grammar; plenty that would astonish some teachers of it. I may say something of this another time. But I pass on now to *spelling*, on which I have one or two remarks to make. The first shall be, on the trick now so universal across the Atlantic, and becoming in some quarters common among us in England, of leaving out the "*u*" in the termination "*our*," writing *honor*, *favor*, *neighbor*, *Savior*, &c. Now the objection to this is not only that it makes very ugly words, totally unlike anything in the English language before, but that it obliterates all trace of the derivation and history of the word. It is true that *honor* and *favor* are derived originally from Latin words spelt exactly the same; but it is also true that we did not get them direct from the Latin, but through the French forms, which ended in "*eur*." Sometimes words come through as many as three steps before they reach us—

"Thus Greek at first; that Greek was Latin made;
That Latin, French; that French to English strayed."

The omission of the "*u*" is an approach to that wretched attempt to destroy all the historic interest of our language, which is known by the name of *phonetic spelling*; concerning which we became rather alarmed some years ago, when we used to see on our reading room tables a journal published by these people, called the *Phonetic News*, but from its way of spelling looking like *frantic nuts*. There seems to be considerable doubt in the public mind how to spell the two words *ecstasy* and *apostasy*. The former of these especially is a puzzle to our compositors and journalists. Is it to be *extasy*, *extacy*, *ecstasy*, or *ecstacy*? The question is at once decided for us by the Greek root of the word. This is *ekstasis* (*ekstasis*), a standing, or position, out of, or beside, one's-self. The same is the case with *apostasy*, *astetasis*, a standing off or away from a man's former position.

Lay and *lie* seem not yet to be settled. Few things are more absurd than the confusion of these two words. To "*lay*" is a verb active transitive; a hen *lays* eggs. To "*lie*" is a verb neuter; a sluggard *lies* in bed. Whenever the verb *lay* occurs, something must be supplied after it; the proper rejoinder to "Sir, there it *lays*," would be "*lays what*?" The reason of the confusion has been, that the past tense of the neuter verb "*lie*" is "*lay*," looking very like part of the active verb, "I *lay* in bed this morning." But this, again, is perverted into *laid*, which belongs to the other verb. *Sanitary* and *sanatory* are but just beginning to be rightly understood. *Sanitary*, from *sanitas*, Latin for soundness or health, means, appertaining to *health*; *sanatory*, from *sano*, to cure, means, appertaining to *healing* or *curing*. "The town is in such a bad sanitary condition, that some sanatory measures must be undertaken." I have noticed that the unfortunate title of the ancient Egyptian kings hardly ever escape misspelling. That title is Pharaoh, not Pharoah. Yet a leading article in the *Times*, not long since, was full of PHAROAH, printed, as proper names in leading articles are, in conspicuous capitals.

I pass from spelling to pronunciation. We still sometimes, even in good society, hear "*ospital*," "*erb*," and "*umble*,"—all of them very offensive, but the last of them by far the worst, especially when heard from an officiating clergyman. The English Prayer-book has at once settled the pronunciation of this word for us, by causing us to give to God our "*humble and hearty thanks*" in the general thanksgiving. *Umbly* and *heartly* no man can pronounce without a pain in his throat; and "*umblanarty*" he certainly never meant was to say; *humble* and *heartly* is the only pronunciation which will suit the alliterative style of the prayer, which has in it not only with our *lips*, but in our *lives*. If it urged that we have "*an humble and contrite heart*," I answer so have we the "*strength of an horse*;" but no one supposes that we were meant to say "*a norse*." The following are even more decisive: "*holy and humble men of heart*;" "*thy humble servants*;" not *thine*.

From pronunciation we come to punctuation, or stopping. Many words are by rule always hitched off with two commas. "*Too*" is one of these words; "*however*," another; "*also*," another; the sense in almost every such case being disturbed, if not destroyed, by the process. I remember beginning a sentence with, "However true this may be." When it came in proof, the inevitable comma was after the "*however*," thus of course making nonsense of my unfortunate sentence. I have some satisfaction in reflecting, that,

in the course of editing the Greek text, I believe I have destroyed more than a thousand commas, which prevented the text being properly understood. One very provoking case is that where two adjectives come together, belonging to the same noun-substantive. Thus, in printing *a nice young man*, a comma is placed after *nice*, giving, you will observe, a very different sense from that intended: bringing before us the fact that a man is both nice and young, whereas the original sentence introduced to us a young man that was nice. While I am upon stops, a word is necessary concerning notes of admiration. The only case I know of where they are really necessary, is where the language is pure exclamation, as in—"How beautiful is night!" or, "O that I might find him!"

But I now come, from the by-rules and details of the use of the language, to speak of the tampering with and deteriorating the language itself. I believe it to have been in connection with an abuse of this kind that the term the "King's English" was first devised. Now in this case the charge is twofold; that of clipping, and that of beating out and thinning down the Queen's English. And it is wonderful how far these, especially the latter, have proceeded in our days. It may be well to remind you, that our English comes mainly from two sources; rather, perhaps, that its parent stock, the British, has been cut down, and grafted with the new scions which form the present tree:—the Saxon, through our Saxon invaders; and the Latin, through our Norman invaders. Of these two, the Saxon was, of course, the earlier, and it forms the staple of the language. Almost all its older and simpler ideas, both for things and acts, are expressed by Saxon words. But as time went on, new wants arose, new arts were introduced, new ideas needed words to express them; and these were taken from the stores of the classic languages, either direct, or more often through the French. You remember that Gurrh and Wambe complain, in *Ivanhoe*, that the farm-animals, as long as they had the toil of tending them, were called by the Saxon and British names, *ox*, *sheep*, *calves*, *pigs*; but when they were cooked and brought to table, their invaders and lords enjoyed them under the Norman and Latin names of *beef*, *mutton*, *veal*, and *pork*. This is characteristic enough; but it lets us, in a few words, into an important truth. Even so the language grew up; its nerve, and vigour, and honesty, and manliness, and toil, mainly brought down to us in native Saxon terms, while all its vehicles of abstract thought and science, and all its combinations of new requirements as the world went on, were clothed in a Latin garb. The language, as known and read by thousands of Englishmen and Englishwomen, is undergoing a sad and rapid process of deterioration. Its fine manly Saxon is getting diluted into long Latin words not carrying half the meaning. This is mainly owing to the vitiated and pretentious style which passes current in our newspapers. Their main offence, the head and front of their offending, is the insisting on calling common things by uncommon names; changing our ordinary short Saxon nouns and verbs for long words derived from the Latin. Our journals seem indeed determined to banish our common Saxon words altogether. You never read in them of a *man*, or a *woman*, or a *child*. A man is an "*individual*," or a "*person*," or a "*party*," a woman is a "*female*," or if unmarried, a "*young person*," which expression in the newspapers is always of the feminine gender; a child is a "*juvenile*," and children *en masse* are expressed by that most odious term, "*the rising generation*." As to the former words, it is certainly curious enough that the same debasing of our language should choose, in order to avoid the good honest Saxon "*man*," two words, "*individual*" and "*party*," one of which expresses a man's unity, and the other belongs to man associated. And why should a woman be degraded from her position as a rational being, and be expressed by a word which might belong to any animal tribe, and which, in our version of the Bible, is never used except of animals, or of the abstract, the sex in general? Why not call a man a "*male*," if a woman is to be a "*female*?"

These writers never allow us to go anywhere, we always proceed. A man was going home, is set down "an individual was proceeding to his residence." We never eat, but always *partake*. We never hear of *place*; it is always a *locality*. Nothing is ever *placed*, but always *located*. "Most of the people of the place" would be a terrible vulgarity to these gentlemen; it must be "*the majority of the residents in the locality*." Then no one lives in *rooms*, but always in "*apartments*." "*Good lodgings*" would be far too meagre; so we have "*eligible apartments*." No man ever *shoes* any feeling, but always "*evinces*" it. Again, we never *begin* anything in the newspapers now, but always "*commence*." I read lately in the Taunton paper, that a horse "*commenced kicking*." But even *commence* is not so bad as "*take the initiative*," which is the newspaper phrase for the other more active meaning of the verb to *begin*. Another word which is fast getting into our language is to *eventuate*. If they want to say that a man spent his money till he was ruined, they tell us that "*his unprecedented extravagance eventuated*" in the total dispersion of his property. "*Avocation*"

is another word patronized. Now, *avocation*, which of itself is an innocent word enough, means the being called away from something. We might say, "He could not do it, having avocations elsewhere." But in our newspapers, *avocation* means a man's calling in life. "*Persuasion*" is another word very commonly and very curiously used by them. We all know that *persuasion* means the fact of being *persuaded*, by argument or by example. But in the newspapers it means a *sect* or *way of belief*.

But to be more serious. Not only our rights of conscience, but even our sorrows are invaded by this terrible diluted English. A man does not *lose his mother* now in the papers: he "*sustains*" (this I saw in a country paper) *bereavement of his maternal relative*. Akin to *sustain* is the verb to *experience*, now so constantly found in our newspapers. No one *feels*, but "*experiences a sensation*." Now, in good English, *experience* is a substantive, not a verb at all. But even if it is to be held that the modern slipshod dialect has naturalized it, let us have it at least confined to its proper meaning, which is not simply to *feel*, but to have *personal knowledge of by trial*. Another such verb is to "*accord*," which is used for "*award*" or "*adjudge*." "*The prize was accorded*," we read, "*to so and so*." If a lecturer is applauded at the end of his talk, we are told that "*a complete ovation was accorded him*." *Entail* is another poor injured verb. Nothing ever *leads to anything* as a consequence, or brings it about, but it always "*entails*" it. This smells strongly of the lawyer's clerk; as does another word which we sometimes find in our newspapers, "*in its entirety*," instead of *all*, or *the whole*.

"*Open up*," again, is a very favourite newspaper expression. What it means, more than *open* would mean, I never could discover. But whenever we are to understand that a communication is to be made between two places, it is invariably made use of: e.g., a new railway is to "*open up*" the communication between the garrisons of Chatham, Canterbury, and Dover. "*Desirability*" is a terrible word. I found it the other day, I think, in a leading article in the *Times*. "*Reliable*" is hardly legitimate. We do not *rely a man*, we *rely upon a man*; so that *reliable* does duty for *rely-upon-able*. "*Allude to*" is used in a new sense by the press, and not only by them, but also by the great Government offices for the procrastination of business. If I have to complain to the Post Office that a letter legibly directed to me at Canterbury has been mislaid to Caermarthen, I get a regular red-tape reply, beginning, "The letter *alluded to* by you." Now I did not "*allude to*" the letter at all; I mentioned it as plainly as I could. There are hundreds of other words belonging to this turbid stream of muddy English which is threatening to destroy the clearness and wholesomeness of our native tongue.

I must now conclude, with some advice. Be simple, be unaffected, be honest in your speaking and writing. Never use a long word where a short will do. Call a spade a *spade*, not a *well-known oblong instrument of manual husbandry*; let home be *home*, not a *residence*; a place a *place*, not a *locality*; and so of the rest. Where a short word will do, you always lose by using a long one. You lose in clearness; you lose in honest expression of your meaning; and, in the estimation of all men who are qualified to judge, you lose in reputation for ability. The only true way to shine, even in this false world, is to be modest and unassuming. Falsehood may be a very thick crust, but, in the course of time, truth will find a place to break through. Elegance of language may not be in the power of all of us; but simplicity and straightforwardness are. Write much as you would speak; speak as you think. If with your inferiors, speak no coarser than usual; if with your superiors, no finer. Be what you say; and, within the rules of prudence, say what you are. Avoid all oddity of expression. No one ever was a gainer by singularity in words or in pronunciation. The truly wise man will so speak, that no one may observe how he speaks. A man may show great knowledge of chemistry by carrying about bladders of strange gases to breathe; but he will enjoy better health, and find more time for business, who lives on the common air. When I hear a person use a queer expression, or pronounce a name in reading differently from his neighbours, it always goes down, in my estimate of him, with a *minus sign* before it; stands on the side of deficit, not of credit.

Avoid, likewise, all *slang* words. There is no greater nuisance in society than a talker of slang. It is only fit (when innocent, which it seldom is) for raw school boys, and one-term freshmen, to astonish their sisters with. Talk as sensible men talk: use the easiest words in their commonest meaning. Let the sense conveyed, not the vehicle in which it is conveyed, be your object of attention. Once more, avoid in conversation all singularity of accuracy. One of the bores of society is the talker who is always setting you right; who, when you report from the paper that 10,000 men fell in some battle, tells you that it was 9970; who, when you describe your walk as two miles out and back, assures you it wanted half a furlong of it. Truth does not consist in

minute accuracy of detail, but in conveying a right impression; and there are vague ways of speaking, that are truer than strict fact would be. When the Psalmist said, "Rivers of waters run down mine eyes, because men keep not thy law," he did not state the fact, but he stated a truth deeper than fact, and truer.

Talk to please, not yourself, but your neighbour to his edification. What a real pleasure it is to sit by a cheerful, unassuming, sensible talker; one who gives you an even share in the conversation and in his attention; one who leaves on your memory his facts and his opinions, not himself who uttered them, not the words in which they were uttered. All are not gentlemen by birth; but all may be gentlemen in openness, in modesty of language, in attracting no man's attention by singularities, and giving no man offence by forwardness; for it is this, in matter of speech and style, which is the sure mark of good taste and good breeding.

2. OLD ENGLISH MARRED BY THE BATTLE OF HASTINGS.

A lecture was recently delivered by the Dean of Westminster on "The English Language as it would have been but for the 'Battle of Hastings.'" In opening his lecture, Dean Trench drew a graphic picture of the struggle for supremacy which was maintained for three centuries between the Saxon and the Norman tongues, the former at last winning the victory. This did not, however, prevent the admixture of an immense number of Romanic words, without which they could not possibly do at the present day; so that the very interesting question arose, "How in the absence of these words, would their place have been supplied?" To illustrate this part of the subject the learned lecturer brought forward a number of cases in which words of purely Saxon origin might have been used had not the Romanic equivalents rendered their employment unnecessary, as for example: "sand-waste," for desert; "blood-bath," for massacre; "sin-flood," for deluge; "sea-robber," for pirate; "water-fright," for hydrophobia; "show-holiness," for hypocrisy; "gold-board," for treasurer; "well-willingness," for benevolence; "undeadliness," for immortality; "untellable," for ineffable; "great-doingly," for magnificently; "sour-dough," for leaven; "uncunningness," for ignorance; "eye-bite," for fascinate; "un-gripe," for embrace; "ear-shift," for auricular confession; "dipper," for Baptist, etc.

3. A LESSON IN ENGLISH WORDS.

A little girl was looking at the picture of a number of ships, when she exclaimed, "See what a *flock* of ships." We corrected her by saying that a flock of ships is called a *fleet*, and that a fleet of sheep is called a *flock*.

And here we may add, for the benefit of the foreigner who is mastering the intricacies of our language in respect to nouns of multitude, that a flock of girls is called a *bevy*, that a bevy of wolves is called a *pack*, and a pack of thieves is called a *gang*, and a gang of angels is called a *host*, and a host of porpoises is called a *shoal*, and a shoal of buffaloes is called a *herd*, and a herd of children is called a *troop*, and a troop of partridges is called a *covey*, and a covey of beauties is called a *galaxy*, and a galaxy of ruffians is called a *horde*, and a horde of rubbish is called a *heap*, and a heap of oxen is called a *drove*, and a drove of blackguards is called a *mob*, and a mob of whales is called a *school*, and a school of worshipers is called a *congregation*, and a congregation of engineers is called a *corps*, and a corps of robbers is called a *band*, and a band of locusts is called a *swarm*, and a swarm of people is called a *crowd*, and a crowd of gentlemen is called the *élite*, and the élite of the city's thieves and rascals are called the *roughs*, and the miscellaneous crowd of city folks is called the *community* or the *public*, according as they are spoken of by the religious *community* or secular *public*.—*Pitman's Phonographic Magazine*.

4. CURIOUS ORIGIN OF SOME WORDS.

Dr. Latham, in his Grammar, gives some curious instances of the misspelling of words arising from their sound, which error has led to the production not only of a form, but of a meaning, very different from the original. Thus *Dent de lion*, originally referring to the root, has been corrupted into *dandelion*, having reference to the flaunting aspect of the flower. *Contre-dance* has become *country dance*. *Shamefastness*, originally referring to the attire, has become *shamefacedness*, and applied to the countenance. *Cap-à-pis* has produced *apple-pie order*. *Folio capo*, Italian for the first sized sheet, has produced *foolscap*. *Asparagus*, *sparrowgrass*; *Girasole* *artichoke*, *Jerusalem artichoke*. *Massaniello*, the name of a famous Neapolitan rebel and the hero of the opera, is nothing but *Mas-Aniello*, a corruption of the true name, *Thomas Aniello*. *Hogoumôt*, famous in the annals of Waterloo, is properly *Chateau Goumont*.

5. KNOWLEDGE OF WORDS IN THE ENGLISH LANGUAGE AN INTELLECTUAL STANDARD.

The *Edinburgh Review* enumerates the number of words in the English language acquired in childhood at one hundred, and this by an imitative process which waxes less active as the child becomes an adult. If he does not belong to the educated classes of society, he will at no period acquire more than three hundred or three hundred and fifty. Upon a stock of twice that amount he may mix with learned men, and even write a book, and this when our entire vocabulary contains thirty-five thousand words.

6. VERBAL STATISTICS.

The annexed suggestion is made by a Nottingham Journal; "Professor Max Muller, in his admirable lectures on the Science of Language, (call it, if you will, Glossology or Logology), tells us that out of the primitive words, probably, 50,000 words or so in the English tongue, it has been found that a rustic laborer only used 300. An ordinarily educated man is supposed to use 3,000 or 4,000, while a great orator reaches 10,000. The Old Testament contains 5,642 different words; and the works of Shakespeare about 15,000; those of Milton about 8,000."

II. Papers on Colonial Subjects.

1. ON THE ORIGIN OF THE NAME "CANADA."

By Rev. B. Davies, LL.D., Member of the Council of the Philological Society, London.

The name by which the most extensive and valuable Province in British America is called, has a very uncertain, if not strictly unknown origin. To this fact Dr. Trench, in his popular work on the "Study of Words," (p. 170, ed. 9th), calls attention in these terms:—"One might anticipate that a name like 'Canada,' given, and within fresh historic times, to a vast territory, would be accounted for, but it is not." Yet there have not been wanting attempts to account for what the learned Dean justly regards as still needing explanation. And the present paper is intended briefly to recount such attempts, and also to submit a new conjecture, not so much with the idea of fully satisfying as of directing inquiry.

Among the curious, who have investigated the early history of Canada, some have sought a native origin for the name, and others a foreign one.

1. Those who hold the name to be aboriginal derive it from the Iroquois language, or rather from a dialect of the same spoken by the Onondagoes, who (as we gather from the *Archæologia Americana*, vol. ii, p. 320) call a town or village *ganataje* or *kanathaje*; while the corresponding words in other Iroquois dialects are said to be *canhata* and *andate* (among the Wyandots), *nekantaa* (among the Mohawks); and *innekanandaa* (among the Senecas). It is supposed that Jacques Cartier, who first entered the St. Lawrence in 1535 and discovered the interior of the country, and in whose narrative the name "Canada" first occurs, but without any explanation, might have heard the natives use the Iroquois word, in one of the above forms, when speaking of their primitive village, then called *Stadacona*, which stood near Quebec, and that he might have mistaken it for the name of the country, and adopted it accordingly without note or comment. And this is the explanation which appears now to find most favor; and though not satisfied with it myself, I must add that it is somewhat supported (as it has struck me) by the analogy of another term, namely *canuc* which is used vulgarly and rather contemptuously for Canadian, and which seems to me to come from *canuchsha*, the word employed by the Iroquois to denote a "hut," (See *Arch. Americana*, vol. ii, p. 322). Hence a *Canadian* would mean a "townsman" or "villager," but a *canuc* would be only a "hutter."*

2. Others have thought Canada to be a Spanish or Portuguese name, derived from *ca* (here) *nada* (nothing); and so "nothing here" would aptly express the mind of the first explorers when they found no gold or other treasures there to satisfy their greed.—Yet it appears that some gold was discovered in the country by the new comers; and geologists now find auriferous deposits in the region South of Quebec, where silver also is to be found, but especially copper. A handful of Canadian gold was shown in the Great Exhibition of the Industry of all Nations in 1851.

3. A third conjecture on this point has occurred to my mind, which may possibly be worthy of attention. I fancy the name may be of Oriental origin; for I met some years since with the word *Canada* in a very learned article on the Canarese language and literature in the *Zeitschrift der Deutschen Morgenlandischen Gesellschaft*

*NOTE.—Cartier gives "Canada" as the native name of a district surrounding Quebec, and distinguishes it from the districts of Hochelaga and Saguenay. He also gives "Canata" as the native word for a town or village.

for 1848, p. 258, where the erudite author gives *Canada* as another form of the name *Canara* and *Carnata*, from which we doubtless get the geographical names *Canara* and *Carnata* in Southern India.

The occurrence of the word in such a connection recalled to my mind the fact, that the first discoverers of the New World thought it was part of India, and so its natives were styled Indians and its islands were called the West Indies; and it also suggested to me the possibility, that a part of the mainland was in like manner called *Canada* in reference to the part of India that was so named, either because the voyagers took it for a portion of India, or because they fancifully chose to transfer the name to the new continent. Most likely other names in America may be accounted for in the same manner, such as *Lachine*, near Montreal, and such as *Chili* in South America, which is also the name of a large Province in China. Martiniere tells us in his *Dict. Geographique et Critique*, under article *Terre Neuve*, that the Grand Bank of Newfoundland was once called "le grand Banc des Moluques," after the Maluoca Islands of the East. And Columbus, it appears, wrote from Haiti to the King of Spain, saying that he had there found the renowned Ophir (Sopara), with all the treasures coveted by King Solomon (see Kalisch on Genesis, p. 282). A correspondent of the *Washington National Intelligencer* questions the authority of Mr. Warburton, who gives the word "Acanda" as the origin of the name of this Province. He says: "I have before me a book printed in London, in the year 1698, written by L. Hennepin, and entitled *A New Discovery of a Country greater than Europe*. On p. 37, I read: 'The Spaniards were the first who discovered Canada; but at their arrival, having found nothing considerable in it, they abandoned the country; and called it *Il Capa di Nada*; that is, a cape of nothing. Hence by corruption sprang the word *Canada*, which we use in all our maps.'

2. CANADIAN INLAND NAVIGATION.

The General Report of the Commissioner of Public Works, for 1862, contains some excellent observations on the extent and importance of our Inland Navigation. Few people have any true conception of the magnitude of the river St. Lawrence, and the great lakes of which it is the outlet. The waters of this river drain an extent of country larger than France. The great inland lakes alone exceed in extent the area of Great Britain, and comprehend more than half the fresh water on the surface of the globe. The coast line of the river St. Lawrence and the great lake measures 5,600 miles, one half of which is American, the other half Canadian. The cost to Canada of making this vast extent of coast accessible to vessels of 400 tons burden, has been \$14,000,000.

In the early settlement of the Province, and indeed, until the opening of the Erie Canal, in 1825, the trade of the country bordering upon the river and the upper lakes found its way to the sea by Montreal and Quebec. But upon the opening of that canal the products of the West were at once diverted to the other side of the boundary line, and taken to New York; and notwithstanding the noble efforts which have since been made by Canada to regain a fair share of this trade, by the construction of canals of more than double the tonnage capacity of the Erie Canal, and by the formation of a more direct and cheaper channel of inland navigation, still, such has been the commanding influence of that great commercial metropolis in drawing trade to itself, and in keeping down the price of ocean transport, that these efforts, though not fruitless, have not been so successful as at first anticipated.

A vast stream of traffic has been diverted from the St. Lawrence, and continues to flow through the Erie Canal with augmented volume, notwithstanding the railway competition it had to encounter in later years. In 1861, the bulk of property transported both ways upon it amounted to upwards of four and a half millions of tons, of the value of one hundred and thirty millions of dollars, and yielding to the State, in tolls, a revenue of nearly four millions of dollars.

The St. Lawrence route, on the other hand, was not fully opened till 1847, and the returns during a series of years show that, with considerable fluctuations and reactions, the traffic has gradually increased, though not in so marked a degree as might reasonably have been expected. The bulk of property transported both ways through these canals amounted, in 1861, to 1,020,483 tons through the Welland, and 886,908 through the St. Lawrence; and the revenues which would have that year been derived from the traffic, had the usual tolls of former years been imposed, would have amounted to \$392,289: scarcely more than a tithe of that collected the same year upon the Erie Canal.

THE TIMBER SLIDES ON THE GREAT LUMBER RIVERS OF CANADA.

In 1862, the enormous number of 326,781 pieces of square timber, and 90,000 saw logs passed the Chaudière slides. From the Gatineau river 9,251 square pieces of square timber, and 154,918 saw logs have been brought down. On the Saguenay the following timber

passed through the slides:—43,289 white pine logs, 7,000 spruce logs, and 715 pieces of ship timber.

THE NOTRE DAME MOUNTAINS.

The range of the Notre Dame or Shick-Shock Mountains, which begins at the Matane and runs nearly east and west magnetically, is about 2,000 feet in height, and two miles in breadth at its western termination. At the Chatte it increases to 3,500 feet in height, and to six miles in breadth. At the St. Anne, where it seems to split—one portion running towards the south-east, and the other a little to the north of east—one of the most elevated summits, called Mount Albert, attains an elevation of 3,778 feet. From the latter stream, the northern portion of the range, which reaches the height of 4,000 feet near the head of the Marsoin river, continues to the rear of Mont Louis, until it strikes the river Magdalen, with a breadth of about 1½ miles, at about 17 miles from the St. Lawrence; thence from the south side of the Magdalen, with heights rising from 1,500 to 2,000 feet, it is subdivided into a series of parallel ridges, cut transversely by the deep gorges of north and south flowing streams, until it reaches Cape Gaspé, where it terminates with cliffs 700 feet in height. It occupies the most of the space between the St. Lawrence, on the one side, and the Bay of Gaspé and the Darnouth River, on the other side.

From the Magdalen westward the summits of the peaks are of bare rock. West of Mount Albert, on the less elevated portions, but on the highest plains, the principal growth is dwarf spruce, with a small white birch of diminutive size, growing widely apart; the intervening surface being covered with tall ferns. At a lower elevation the soil supports a mixed growth of larger size, consisting of a very open bush of spruce, white and black birch, cedar, and some white pine. East of Mount Albert, which is a vast bare rock, the range towards the Magdalen is generally destitute of vegetation; the rocks of a pale green colour, are generally hard, close textured, and silicious, on the summits of the highest peaks, near the Chatte Mount Albert. Barn shaped or conical mountains, are composed of igneous rock or trap; Table topped mountain, another of the most elevated peaks, and belonging to the same range, is composed of intrusive rock, and occupies an area of 72 square miles, the greater part of which is bare rock.

COAST OF GASPÉ.

From Cap de Chatte to Tourelle, the banks of the St. Lawrence vary from 12 to 50 feet in height.

Between Tourelle and Great Fox River, the coast is flanked by an almost continuous series of cliffs towering from 100 to 400 feet in height, interrupted at intervals of from three to six miles by numerous streams descending from the south. These are walled in on either side by mountain ridges which increase in height as they recede from the shore or from 800 to 2,000 feet or more, at distances varying from 8 to 15 miles, where, on the portion west and north of the Magdalen, a somewhat level tract of land, at their base is found, forming what is commonly called the Grand Savanne; this depression or valley, which has been examined, extends from the St. Anne eastward to the Magdalen.

Long stretches of the beach, along the shore, are composed of shaly rock, sand and gravel; or are scattered over with fragments of rock from the cliffs, and are only partly covered during high water, whilst others remain submerged during low water, but for short distances. This is the route followed by the mail carrier, for the weekly transmission of the mails to and from Cape Rosier and Gaspé Basin. Such points as are covered by water constantly or only occasionally, when the tide is high, are generally avoided by passing across the spurs of the headlands or summits of the cliffs, or by waiting until the tide is partly low.

No continuous line of road, therefore, is practicable along the beach.

COAST ROCKS.

Between the Chatte and Tourelle, the coast consists of bands of conglomerate limestone, black bituminous shales, and thin calcareous sandstones.

From Tourelle downwards the cliffs, in many places, are nearly perpendicular, and sometimes overhanging and threatening destruction to the foot traveller at their base. West of the Magdalen they consist chiefly of frequently disturbed strata of coarse and fine grained calcareous sandstone, in beds of various thicknesses, interstratified with black graptolitic or indurated and bituminous shales, and thin arenaceous limestones; east of the Magdalen the rocks possess a very uniform lithological character; they consist of black bituminous argillaceous shales, interstratified with thin, gray calcareous sandstones, and thin, grey yellowish weathering limestone. Graptolites are found on some of the limestones and in the shales.

Bands of black dolomites, capable of yielding good hydraulic cement, and limestone fit for burning are occasionally found among the strata, together with an abundance of building and flag stones.

SOIL AND TIMBER ON THE HIGHLANDS.

The mountains—of which these cliffs form the base—present upon their slopes and summits long stretches of land fit for cultivation and settlement; the most elevated portions are generally covered with a growth of white birch, spruce and balsam fir, from 6 to 12 inches in diameter, 40 to 60 feet in height, on a good description of light, sandy loam; on the less elevated portions and upon the slopes, the same description of timber, but of a larger size, prevails, being frequently intermixed with black birch, cedar, maple and poplar, from 9 to 18 inches in diameter, by 40 to 50 feet or more in length, and the soil improves in quality in proportion to the size of the timber and the quantity of earth and vegetable matter, which increase with the decrease of the surface elevation above the sea. As far as could be judged in the winter season, from the description and size of the timber and the soil on the roots of overblown trees, the land along the western division of the line is superior to that along the eastern division, where the soil is apparently more stony and gravelly, and of a lighter and drier nature. On the whole it appears more favourable for cultivation than the lands along the Temiscouata and Saguenay routes, which were examined and reported upon in 1860.

8. LESSON ON BRITISH COLUMBIA.

1. Position.—This is one of the most recently formed of the British Colonies, having been erected into one by a Bill passed in 1858. It is situated in the far west of North America, on the shores of the Pacific; N.E. of Vancouver's Isle, and E. of Queen Charlotte's Isle. It lies between 49° 55' N. Lat. and 115° 133' W. Long.

2. Boundaries.—It is bounded on the north by the Simpson River, flowing west, and the Finlay, a tributary of the Peace River, flowing east; on the east by the Rocky Mountains; on the south by the United States; on the west by the Pacific Ocean.

3. Extent.—It measures about 420 miles in breadth, and 300 miles in length. Area about 120,000 square miles.

4. Natural Features.—As a whole the province is rugged and lofty. It is divided into three principal sections by the ranges of mountains by which it is traversed, and which are nearly parallel to the Rocky Mountains. The coast is a good deal indented by arms of the sea. The whole province is well watered.

5. Climate.—The summer of British Columbia is said to be warmer than that of England. In the high lands along the Fraser and its tributaries the winters are more severe than in England, but healthy.

6. Productions.—Previous to being made a colony, and when under the Hudson's Bay Company, it yielded skins of various kinds, salmon of excellent quality, and timber. It is, however, to its mineral resources, especially gold (discovered 1857) that this colony owes its position. Silver, copper, coal, and iron, are also found.

7. Mountains.—The Rocky Mountains on the eastern frontier; highest summit, Mount Brown, 16,000 feet high; Peak Mountains in the north.

8. Lakes.—Numerously scattered over this region, such as Flat Bow, Lower and Upper Arrow, Okanagan Shushwap, Quesnel, Chilicotin, and Stuart Lakes.

9. Rivers.—Kootanie, Columbia, Fraser (said to have sixty affluents), Salmon, Simpson, Finlay, and Peace, are the chief.

10. Towns.—New Westminster, chief town and port, Langley Fort, Fort Hope, Fort Yale, Lytton, Fort Alexandria, and Fort George, all on the Fraser. Lilloet, on the Harrison, a tributary of the Fraser; Simpson, at the mouth of the Simpson River.

11. History, etc.—The coast was traced by Cook in 1778, by Lieutenant Meares more fully in 1788, and five years later by Vancouver. Along with the rest of the vast territory of British America N. and N.W. of Canada, it was occupied by the trappers of the Hudson's Bay Company, whose charter extended from 1669 till 1857. People from all countries have been hither, adventurers from the United States, from Great Britain and its dependencies, and even from China. In political matters, the governor, as yet, executes functions both legislative and executive. For judicial purposes, there is a supreme tribunal, which goes the circuit, and there are local courts, which exercise jurisdiction in cases of debt up to £50. The province is a diocese of the Church of England, and the bishop, who has eight or ten clergymen under him, has established missions among the Indians and the Chinese immigrants.—J. B. F., in *Pupil-Teacher*.

4. HOPE, ON THE FRASER RIVER.

Hope is perhaps the prettiest town on the Fraser. Indeed, until Osoyoos, or, as it is now called, Lilloet, is reached, there is no other settlement that will bear comparison with it. Behind it Ogilvie Peak rises abruptly to a height of 5000 feet; to the right stretches the valley of the Que-quealla, through which the trail to

the new gold districts in the Semilkameen country is cut; while in the front the river glides, its channel divided by a beautiful little green island, the hills upon its opposite bank rising gradually to a considerable height, and forming a charming background to the prospect. High expectations are entertained of Hope by its settlers; and indeed, since the discovery of gold in Rock Creek and Semilkameen Valley, for both which districts Hope must serve as the emporium, there is a probability that they may be, in some degree at least, realised, though at present, all traffic being directed to Cariboo, it is not thriving.—*Mayne's British Columbia and Vancouver Island*.

5. AUSTRALIA THE LAND OF CONTRARIES.

In Australia the North is the hot wind, and the South the cold; the westerly wind the most unhealthy, and the east the most salubrious. It is summer with the colony when it is winter here, and the barometer is considered to rise before bad weather and to fall before good. The swans are black, and the eagles are white; the mole lays eggs, and has a duck's bill; the kangaroo (an animal between the deer and squirrel,) has five claws on his fore paws, three talons on his hind legs, like a bird, and yet hops on his tail. There is a bird (meiliphaga) which has a broom in its mouth instead of its tongue. The cod is found in the rivers, and the perch in the sea; the valleys are cold and the mountain-tops warm. The nettle is a lofty tree, and the poplar a dwarfish shrub; the pears are of wood, with the stalks at the broad ends; the cherry grows with the stone outside. The fields are fenced with mahogany, the humblest house is fitted up with cedar, and myrtle plants are burned for fuel. The trees are without fruit, their flowers without scent, and the birds without song. Such is the land of Australia!

6. GIGANTIC AUSTRALIAN TREE.

In a gorge on the declivity of the Mount Wellington range, near Tolosa, about six miles from Hobart Town, a tree of the blue gum (*Eucalyptus*) species, stands close to one of the small rivulets that issue from the mountain, and is surrounded with dense forest and underwood. It was measured with a tape, and found to be twenty-eight yards in circumference at the ground (more than twenty-seven feet in diameter), and twenty-six yards in circumference at the height of six feet. It has all the appearance of being quite sound except at one place, where the bark has been displaced, and showed a small portion of decayed wood.—*Proceedings of the Royal Society of Van Dieman's Land*.

III. Papers on Truth in Children.

1. TRUTH CULTURE

There is no defect of character more lamentable than a want of truthfulness. The man who lacks veracity, is, indeed, destitute of integrity or wholeness; he is unsound, broken. The liar is like a bilged ship. The greater the difficulty in his keeping afloat. Although tact and shrewdness may be working the pumps, their efforts are unavailing. He must founder and go down to the depths of infamy.

A want of truthfulness is not merely a defect; it is a moral disease under which the whole character is often destroyed. Like venous blood in the arterial circulation, it vitiates and poisons man's entire moral nature.

The prevalence of this vice among children is not in exact conformity to Lord Palmerston's dogma that "all children are born good." A wiser man than the English Premier has said, "They go astray as soon as they are born, speaking lies."

Nor is lying wholly a juvenile vice. While it is true that business, society and the state are sustained by the general integrity of the people, it is also true that falsehood is fearfully prevalent. The very atmosphere we breathe is heavy with lies—fashionable, social, mercantile, political and civil—with broken oaths and perjuries.—Politics is lying "made easy." This infamous Rebellion which is filling the land with mourning, is organized falsehood under the direction of the very Father of Lies!

These facts must impress every thoughtful parent and teacher with the very great importance of early instilling into the minds of all our youth a more sacred regard for truth and a thorough and active hatred of falsehood in all its guises and forms. We repeat what we have already said in these pages, that no efforts of the teacher are worth half so much as those which make his pupils frank, honest, truthful.

It is greatly to be feared that many teachers are sadly deficient, to say the least, in moral power. We have seen schools in which gross deception and lying to circumvent the teacher were evidently

regarded by the pupils as honorable strategy. Deceit seemed to lurk beneath almost every book and slate, and to show itself at almost every favorable opportunity. Such a school life is terrible in its consequences. No scholar can make a daily practice of deceiving his teacher in regard to his conduct, the preparation of his lessons, etc., without greatly weakening, if not destroying, the integrity of his character. The somewhat prevalent notion among school-children that lying to the teacher is less mean and base than deception practiced toward a school-mate or a friend, is a fruitful source of this great evil. The moral sentiment of every school should utterly condemn such erroneous views and practices. It should frown upon every effort to divorce the school-life of a pupil from his real life.

We urge upon teachers the vital necessity of giving increased attention to this subject. As whispering is the root mischief of the school-room, so lying is the central vice. And as numerous annoyances disappear when whispering is banished, so many other evil habits fall with falsehood. It is impossible to quicken a boy's moral sense to a manly hatred of lying, without increasing his moral power to resist whatever is mean and dishonorable. Our advice, then, to the teacher is to carry this stronghold of the enemy. But how shall this be done?

1. *By the teacher's personal influence.* There is no influence in moral discipline so potent as that which reveals itself in the daily life of the teacher. Nor must it be forgotten that this power, so irresistible, emanates secretly and rises unconsciously from the inmost spirit of his being. If there is not devotion to truth burning within, his outward efforts will avail little. At every point of contact with the teacher, the scholar must feel the presence and the charm of manly integrity.

Addison, in one of his beautiful allegories in the *Spectator*, describes the entrance of Truth into the mythical regions presided over by the goddess of Falsehood. As the dazzling light which flowed from the person of Truth shone upon Falsehood, the goddess faded insensibly, until she seemed more a huge phantom than real substance. As Truth approached nearer, Falsehood with her retinue vanished, as the stars melt away in the brightness of the rising sun.

2. *In his entire treatment of the school, the teacher must be rigidly honest.* In moral training, the teacher cannot act the part of a sign-board. He must travel the way he points. If he attempts to deceive patrons and visitors in regard to the actual attainments of his school, he need not marvel if his scholars, on the principle that what is fair in the teacher is fair in the taught, deceive him.

We have not space, however, to enumerate all of the various modes in which teachers often encourage falsehood. The excellent and pointed remarks which we have copied in another place from the *Massachusetts Teacher*, relieve us from this necessity. We can not, however, refrain from adding our testimony on the pernicious influence of making rash promises to be broken, and hasty threats to be repented of. The simple truth is that the teacher who perpetually threatens and rarely performs, is a great liar. Be sparing of threats. Consider well, before you issue your fiat, whether it will be best to carry it out. Having issued it, faithfully keep your word, or frankly acknowledge the promise hasty and wrong.

3. *Be faithful to a true standard of school work.* In making recitations, in keeping a record of tardiness and absence, etc., the exact truth, nothing more, nothing less, should be recorded. The practice of giving a pupil who has partially failed, credit for a "perfect" recitation for encouragement, assisting him by "leading" questions or otherwise, or, what is worse, of reciting for him and transferring to his account your efforts, inevitably weakens the teacher's moral influence. The practice of cramming pupils with answers to the probable questions of an examination to which they are to be subjected, is open to the same censure. We have known teachers, on an occasion when their schools were to be compared with other schools of the city, by means of a written examination, to cover their blackboards with those questions most likely to be asked, and then spend days in their review. Of course, the standing of a school thus crammed will depend not so much upon its real attainments, as upon the skill and prophetic ken of the teacher. The class work of the teacher should be honest and thorough, not only forbidding deception in the pupil, but also inspiring him with a manly sense of personal honor.

4. *Remove as far as possible the temptation to falsehood.* This suggestion does not forbid the use of what is known as the "self-reporting system" of school government. It only requires that, in whatever particulars scholars are required to report their conduct or work, the stronger influence should be on the side of truth-telling. Much depends on the manner in which offences owned are treated. The pupil who frankly and with evident regret acknowledges his error, has half atoned for it. Very much, also, depends on the mode of investigating cases of disorder. A skilful disciplinarian will rarely find it necessary to ask one scholar to give information directly implicating another. It is generally best to make it the interest of the

offender to report himself. In case of flagrant misdemeanors, an opposite course may be necessary. If the moral sentiment of a school is at all healthy, the author of ordinary mischief may be disclosed by asking the scholars who did not do it, to rise. This will generally lead to the information required. Ever treat your scholars as though you had confidence in their veracity.

5. *Increase your scholars' regard for truth by positive precept and instruction.* Xenophon tells us that the children of ancient Persia spent as much time at school in acquiring just views of right and wrong in human conduct, as the youth of other nations did in gaining a knowledge of science. Such instruction is doubtless best imparted in the manner developed by Mr. Cowdery in his "Moral Lessons." Examples of noble fidelity to truth, or the opposite, should be narrated in an interesting manner, and then be made the subject of familiar conversation with the pupils. Great pains should be taken to picture the manliness of truth and the meanness of falsehood.

The earnest teacher will find abundant materials for such instruction in the incidents which have occurred under his own observation, in the columns of the newspaper, in the characters and events of history, and especially in the narratives, proverbs and injunctions of the Bible. Around, beneath and through all your efforts, let there be the vitalizing power of an earnest, consecrated heart.

2. SKETCH OF A MORAL LESSON ON TRUTH.

(This admirable model lesson was submitted by E. A. BLOOD, a member of the Oswego Training School for Teachers, on the final examination of the O. C. M. T. S.)

I. *Introduction.*—Children, you have all seen apple trees growing, and know how nice and tempting the apples look when ripe. I will tell you a story of an apple tree, and it is a true story; so, if you wish to remember it, you must pay good attention.

II. *Story told.*—One summer I was teaching school in the country; very near the school house lived two old ladies who were quite poor; they had a garden in which were several fruit trees; among these was a large, nice apple tree; it was separated from the school yard by a fence which was so built that the children could not only see the apples as they lay on the ground, but could reach them by standing on the fence; sometimes when the little children were out at recess, and these ladies were at work in the garden, they would give them each an apple, but told them they must never take any without permission—asking for them. Would it have been right for the children to have taken the apples without permission? Why not?

III. *Crime and Discovery.*—One morning two little boys were absent from school; when it came time for their classes to read, I went to the door to see if they were not coming; there stood the boys, eating an apple; I asked the larger boy where he got it; he did not answer; I asked him again; he said the little boy picked it from the tree; I was very sorry to hear this, for I thought this little boy was honest and good; when I asked him how he came to take the apple, he said the larger boy told him to get over the fence and pick up one they saw on the ground; he refused; then he told him to get on the fence and try to reach a branch that was very near; the little boy did not see the apple on the end of the branch, but the larger boy did; when he took hold of the branch, he took the apple with it; he was very much frightened when he saw what he had done, but the larger boy took it and told him to say nothing about it, for no one saw him. Was this true? Who did see him?

IV. *The indirect lie.*—Which of the boys, do you think, should have been punished? The smaller one actually took the apple, but did not mean to—was sorry for what he had done—and when I asked him about it he told the truth. What ought he to have done when the boy told him to reach the branch? (Refused, as he did when he told him to get over the fence.)

Do you think the larger boy a truthful boy? What ought he to have done when I asked him where he got the apple? He told a lie, even though he did not take the apple; this shows us that we may tell a lie even when we truly tell what took place.

V. *Practical Lesson.*—What would the rest of the children think of the boy who told the lie? Would they love him—trust him? Would God be pleased? What does He wish us to do? He will bless the child who speaks the truth. We should always speak the truth, though it may lead to punishment.

Our hearts will tell us when we have done right, and all that know us will speak well of us.

TEXT.—"He that speaketh lies shall perish."

3. TEACHING CHILDREN TO LIE.

Children are often taught to lie. Very many of them readily accept such teaching. They are apt pupils. Fathers and mothers and teachers teach them to deceive, to be false, to lie. Children take to lying almost as readily as a duck to a green puddle. Moral

and religious training alone can make them truthful. Without this training they are certain to grow up into habits of untruthfulness. Liars of every grade, from the gentle equivocator to the deliberate, malicious falsifier, are found in almost every school. They need to be watched, taught, reformed. By many good and wise teachers, truthfulness in all its purity and nobleness is faithfully inculcated, and conscientiously exemplified. By many, less good and wise, falsehood is taught by precept and example. This bad teaching is given in various ways:—

1. Children are taught to lie by a teacher who gives them false reasons for his acts. He has an object to accomplish, which he would conceal from his pupils; he therefore presents an untrue reason, or unreal motive, instead of the true or real one.—For example: At the public examination of a certain school, the teacher of one class said in a low tone to the poor scholar at the foot, "You needn't recite to-day. We shant have time to hear you." The boy instantly replied, "Is that the true reason, sir?" The teacher had lied to the boy, and the boy knew it. What effect that one lesson may have had, time will tell. Children are quick to detect departures from truth on the part of the teacher. They are equally quick to say, "If our teacher does such things, it is right for us to do them." If a teacher is detected in a single instance of falsehood, his moral power over his pupils is weakened—perhaps destroyed.

2. Children are taught to lie, when they are trained to seem to know more than they do know. This is a too common mode of giving this kind of instruction. Public examinations of schools, if real examinations, are highly useful; but if, as is frequently the case, they are shams and humbugs, they are exceedingly pernicious.

When, preparatory to an examination, one part of a book is assigned to one scholar and another part to another, and afterwards they are made glibly to recite their several parts in such a manner as to say in substance to the public, "This is a fair specimen of our knowledge of the whole book,"—the examination is a downright lie. The children have learned a dreadful lesson.

We once heard at an examination a brilliant exercise in mental arithmetic. We afterwards said to a girl who distinguished herself in the exercise, "Did you know that you were to recite the particular examples which you performed?" "I did," was the answer. The class was deliberately taught to deceive the public.

One of our former teachers, wishing a class in spelling to appear well, drilled the class upon six words on each page of the spelling book. At the close of the term we seemed to the assembled audience to know every word in the book. The teacher and the pupils knew how great a falsehood had been told.

Many a brilliant examination, that has elicited admiration and applause, has been nothing but a deliberate sham—an outrageous swindle. In a moral point of view, the man who thus deceives the public is as blame-worthy as the man who obtains money from his neighbour by false pretences—aye, even more so; for the man who swindles for the sake of money injures but one person, perhaps, pecuniarily, and no one but himself, morally; whereas the teacher who strives to gain applause dishonestly, does so at the cost of the moral character of every one of his pupils. "If it is fair to cheat in school, it is fair to cheat elsewhere!" So say quick-judging boys and girls.

3. Children are taught practical lying by a teacher who pretends to be doing what he is not doing. For the sake of detecting scholars in wrong acts, the teacher sometimes makes a pretence of being profoundly inattentive to what is going on in the school room, while every child possessing a particle of brains knows that the teacher is eagerly watching for any violation of rules.

We remember a teacher who used to spend a large part of his time in seemingly profound study. With his book before him and his eyes shaded by his hands, he said by his actions, "Boys, I am studying. I shall not see you, if you do play." But the boys soon learned that when the master thus told them he was not looking, he was looking very sharply between his fingers. They soon learned to say, "That is a game we can play as well as you," and they played it. The lesson in acting falsehoods was quickly learned.

4. The making of promises that are not fulfilled, and the uttering of threats that are not executed, tend to make children think lightly of untruthfulness. The sacredness of one's word cannot be too carefully guarded.

These are but a few of the ways in which children in school are taught to speak and act falsehoods.—Believing that teachers have much to do with the moral character of their pupils, exerting an influence upon them which can never cease, we hold it to be the duty of every teacher to be open, above-board, true, in all his dealings with his young charge, and to utterly abhor all shams and false pretences. If a man cannot sustain himself in school without lying and swindling, thus teaching his pupils to lie and swindle, let him abandon school-keeping, or die, or do something else equally useful to the public.—*Resident Editor Massachusetts Teacher.*

IV. Papers on Practical Education.

1. VALUE OF FEMALE TEACHERS IN COMMON SCHOOLS.

The practice of employing female teachers for consecutive terms is yearly gaining ground in our rural districts, and we rejoice that it is so. In a majority of the districts of the State, it would be far better to employ lady teachers, term after term, than to have the frequent changes now so common. We believe that our best female teachers are fully competent to instruct and govern a large proportion of the schools of the State, and we see no good reason why they should not be employed and liberally compensated for their services. These schools do not offer sufficient inducement for male teachers, as permanent situations,—and therefore we would urge upon such districts to give more of permanence to their schools by employing female teachers for consecutive terms. We fully concur in the following views contained in a late report of Rev. B. G. Northrop, Agent of the Mass. Board of Education.

"The leading objection to the policy of employing permanent female teachers in our common district schools, is founded on the supposition that delicate and timid women will not succeed so well in the government of schools in which rough and refractory boys are gathered together. This is a very common and plausible objection, and is worthy of respectful consideration. It was formerly supposed that physical strength was the prime characteristic of a good disciplinarian, and that brute force was the chief agency in school government. The objection under consideration bears a near affinity to this antiquated notion. During the present winter a competent teacher was rejected, on examination in one of our towns, because the committee judged, from his smallness of stature, that 'he would not be able to whip the larger boys.' A tall and stalwart man was therefore secured, who, relying on his physical strength, and seeking only to govern, failed at once in every thing else, and after two short weeks even in that, and gave up in despair. Horace Mann well said: 'A man may keep a difficult school by means of authority and physical force; a woman can do it only by dignity of character, affection, such a superiority in attainment as is too conspicuous to be questioned.'

"A silent moral power ought to reign in the school room rather than ostentatious and merely coercive measures. Its influence is more happy, effective, and permanent. Corporal punishment may be used as a dernier resort in extreme cases. But true wisdom and skill in school government consists in the prevention rather than in punishment of offences,—in cultivating the better feelings of our nature, truthfulness, generosity, kindness and self-respect, love of study and a sense of duty. Such influences women are pre-eminently fitted to wield. Refined and lady-like manners, with a mellow and winning voice, will exert a peculiar sway, even upon the rudest and most unmannerly youth. A striking illustration of this influence over the most turbulent elements I witnessed in one of our State Reformatory institutions, a few weeks since. A division of these rough boys, unmanageable in the hands of their former teacher, and often needing the sternest discipline, under a new teacher of great skill, patience, and genuine kindness, was soon won to obedience and attracted to order and studiousness; interest was awakened, ambition excited, and hearts all unused to love, and still more, to be loved, were strangely inspired with respect and affection for their teacher. Even upon these rough boys there was a silent power in the very face of their teacher, beaming with love for them and enthusiasm in her truly noble work.

"Females seem to be better adapted by nature to teaching little children. Male teachers seldom leave their impress clearly marked upon young pupils. They lack the requisite gentleness, the patience and perseverance in little things, the quick discernment of character, the instinctive power to inspire the youthful spirit and arouse its latent powers. Above all, they are destitute of those delicate arts which are so requisite to win the affections of children, to call forth and direct their earliest aspirations, and to impart the needful impulse to their minds. Cheerfulness and enthusiasm, courtesy and kindness, and the power of easy, quiet, unconscious influence, are requisites indispensable to the attractiveness, order and efficiency of the school. Females are endowed with a more bountiful share of these desirable qualities.

"Facts on this point may be more satisfactory than arguments. In a certain school which I visited under both administrations, the last male teacher utterly failed in the maintenance of order, although highly favored with the old essentials of a good disciplinarian, 'tall and stout,' and although he used the rod with merciless freedom and severity, his authority was nevertheless openly resisted. A female teacher has since, without difficulty, governed the same school, numbering over fifty pupils, of whom fourteen were over fifteen years of age, five over seventeen and one over twenty. Her government was easy and persuasive, yet dignified and firm. Her

intelligence, skill, tact and kindness made the school a model of good order. A single case, I am well aware, proves little, but the instance I have related is only a fair illustration of a multitude that have come under my observation. Great care of course must be taken in the selection of teachers. Unless they are competent, the experiment will be likely to fail."

2. HOURS OF TEACHING.

A very remarkable pamphlet has recently made its appearance in England, containing statements of facts that ought to command the attention of the civilized world. The pamphlet is written by E. Chadwick, Esq., C.B., and published pursuant to an address of the House of Lords. The subject of this pamphlet is education, and it is devoted to the discussion of three matters—the organization of schools, the hours of study, and physical training. Our attention has been arrested by Mr. Chadwick's statements of facts in connection with the second of these three subjects—the hours of study. Struck by the frightful disproportion between the powers of childish attention and the length of school hours, he has directed questions to many distinguished teachers. Mr. Donaldson, head master of the Training College of Glasgow, states that the limits of voluntary and intelligent attention are—with children from 5 to 8 years of age, about 15 minutes; from 7 to 10 years of age, about 20 minutes; from 10 to 12 years of age, about 30 minutes; and continues: "I have repeatedly obtained a bright, voluntary attention from each of these classes, for 5, or 10, or 15 minutes more, but I observed it was at the expense of the succeeding lesson."

The Rev. J. A. Morrison, Rector of the College, speaking on the same subject, says:—"I will undertake to teach one hundred children, in three hours a day, as much as they can by possibility receive; and I hold it to be an axiom in education, that no lesson has been given till it has been received; as soon, therefore, as the receiving power of children is exhausted, any thing given is useless—nay, injurious, inasmuch as you thereby weaken, instead of strengthen, the receiving power. This ought to be a first principle in education. I think it is seldom acted on."

3. DECLAMATION IN PRIMARY SCHOOLS.

BY REV. A. D. LORD.

The declamation of selected pieces has long been a regular exercise in our higher schools and seminaries; and though, like composition-writing, it is attended with difficulties, and often fails to accomplish the most satisfactory results, it has its uses. We believe that it should receive more of attention than is usually given to it, and that teachers should be prepared to make it much more beneficial to their pupils than it has generally been.

To secure all the benefits which may be derived from the practice, it should be commenced in the primary school, and the youngest scholars in our district schools should engage in it, as soon as they can count twenty, or commit simple rhymes. Both girls and boys should practise it, the boys going forward to a stage or to the front part of the room, and the girls rising at their seats, if preferred.—The selections should be very short, and such as they can understand. Four, six, or eight lines of poetry, or a single paragraph of prose, would be far better for the purpose than anything of four times that length.

The objects to be arrived at in these early exercises are, first, to form the habit of committing to memory readily; and, second, to secure such self-possession as will enable them to utter, clearly and without embarrassment, what they have learned, when others are looking at them.

Stanzas of hymns, the words of the school-songs, or short, spirited sentences of any kind, may be used. Even a line or two of the multiplication table or one of the tables of denominate numbers might be repeated, or a scholar required to count or number from one to thirty, rather than have him fail to take any part in the exercise.—*Ohio Educational Monthly*.

4. OBJECT TEACHING—PETRIFICATIONS.

Perhaps few natural subjects have been less understood by the pupils of our common schools than the transformations which we occasionally observe in both vegetable and animal substances,—and, yet, there are few objects in the various forms of matter that are more curious.

A teacher in Pennsylvania, who, with his pupils, has been industriously employed in collecting a cabinet of minerals, a short time since produced before his class in mineralogy, the following specimens, viz:—Several portions of petrified clams: a land tortoise, perfect in every part but one of the feet; several pieces of wood, of different kinds, in which not only the bark, but the grain of the

wood, could be readily distinguished, so as to enable the beholder to identify the different species. In addition to these there was a *hone*, which bore the distinct marks of dressing, as a block of wood, showing that, to some extent at least, the change must have been artificial.

Holding up a piece of the petrified wood, claiming the attention of the class, and submitting all parts of the object to examination, and at the same time, identifying it with some pieces of the unchanged wood,—he queried with them "what could have been the process by which the change had been effected?" Contrary to expectation, he discovered that no one of the class had any theory on the subject,—though all appeared to have some vague idea of substances being changed to stone.

One of the first suggestions that occurred to the teacher was, to exemplify to his class the fact that even water, apparently the most pure, holds in solution various earthy or calcareous substances. Thus, the water dripping through limestone, forms stalactites depending from the roof of a cave, or stalagmites on its floor,—by deposits from the water, in each case; and thus water in filtering through calcareous or silicious earth, embodies a part of the incumbent substance.

One condition only is wanting in this, for the petrification process to commence. This is, the gradual decomposition of the substances on which the water (holding earthy matter in solution,) may chance to fall, so that, as the particles are gradually displaced, in the decay going on, the former space may be occupied and the figure retain the same form as the original substance. Thus the grains of wood and the colored bark give the peculiarity of its external form to the stony substance. In confirmation of this view, pieces of wood were exhibited in which the change had been but partially effected:—as, for instance, they were composed partly of wood, combining therewith the real silicious portion.

"The twig found in the spring, imbedded in pure sand, has often been seen completely enveloped with the silex, and no cavity perceptible but the small space occupied by the *pith*. In process of time this space also, will be closed, and nothing but its form remain, indicating the heart of the wood; and further inspection, by breaking the *stone limb*, has displayed the *growths* to which allusion has been made."

"To recur to the *hone*, which has been originally dressed out of wood submitted to the influences to which I have referred,—the same changes have been wrought. This is the silicious petrification so useful in the form of the best whet-stones."

The above was somewhat like the history given to the class, of the petrification of vegetable substances. Such changes are sometimes effected, on a very small scale, as in that mentioned of sticks found in the spring. In others, petrified logs of considerable size are familiar objects in many parts of the country. In these, not only the *growths* are often distinctly marked, but the *bark and knots* are given with all their peculiarities of form and openings. Besides these, plants, shrubs and trees of the most marked characteristics, have been shown in museums, and are often found in the cabinet of the curious.

But the most remarkable field of wonders of this kind is spoken of by travelers, as having been witnessed in the Petrified Forest near Cairo, in Egypt. Of this it has been remarked: "There is, perhaps, scarcely a spectacle on the surface of the globe more wonderful, either in a geological or picturesque point of view."

Of the animal substances in a state of petrification, their history was but another edition of that given in relation to the vegetable changes. How the tortoise was arrested in his progress and turned into stone, must remain a secret to all coming time. Perhaps the losing of one foot might have contributed to his misfortune. As to the clams, I presume they might have been taken from a large quarry, in tide-water on the Delaware river. I have known them to be taken from one of these localities by the cart-load. In all these cases, the shell has been found completely decomposed, and the space within representing the bed of the clam, is occupied with a kind of ferruginous sand, firmly connected together.—*Pennsylvania School Journal*.

V. Papers on Natural History and Science.

1. OUR NORTHERN FAUNA.

Mr. Wm. Couper thus writes to the *Quebec Mercury*:—"The following is copied from the *American Journal of Science and Arts*, March, 1863. It is given as an addenda to my correspondence in your paper of the 24th instant:—

"Recent Explorations encouraged by the Smithsonian Institution." Those who have paid attention to the reports of the Smithsonian Institution are aware that one method by which that establishment has contributed to the advancement of science has been the encour-

agement of expeditions to different parts of this continent for the collection of specimens of Natural History, and for the observation of physical phenomena. The report recently distributed, which covers the proceedings of the Institution for the year 1861, contains some interesting information respecting the progress of several explorations. I refer the reader to the *Journal* for explorations made in the peninsula of California; but the recent Northern contributions to Natural Science are of such interest, that the lover of knowledge will appreciate them. "*Explorations of the Hudson's Bay by Mr. Kennicott.*" "At the date of the last advices from Mr. Kennicott, when the Smithsonian Report for 1860 was presented, he was at Fort Resolution, on Slave Lake, where he spent the preceding spring and summer, principally in collecting eggs of birds.—He left Fort Resolution in August, 1860, and returned to Fort Simpson and proceeded down the Mackenzie to Peel's River. From Peel's River he crossed the Rocky Mountains to La Pierre's house, occupying four days in the transit, and arriving Sept. 18th; left the next day for Yukon, at the junction of the Porcupine or Rat River and the Yukon or Pelly river, in about latitude 65° and longitude 146°. Fort Yukon, the terminus of his journey, was reached on the 28th of Sept., 1860."

"The latest advices on file from Mr. Kennicott were written Jan. 2nd, 1861, up to which time he had made some interesting collections."

He expected by early spring to reach Fort Anderson, near the mouth of Anderson river (a stream between the Mackenzie and Copper Mine rivers) and in the barren grounds close to the Arctic Ocean.—At Fort Anderson he expected to collect largely of the skins and eggs of birds, rare mammals, &c.

"The gentlemen of many of the Hudson Bay Company's posts have largely extended their important contributions to science, (referred to in the Report) of the highest value, which taken in connection with what Mr. Kennicott the naturalist is doing, bid fair to make the Arctic natural history and physical geography of America as well known as that of the United States."

"Pre-eminent among these valued collaborators of the institution is Mr. Bernard R. Ross, Chief factor of the Mackenzie River district. This gentleman's contribution consists of numbers of skins of birds and mammals, some of great variety, insects, &c., besides a very large series of specimens illustrating the manners and customs of the Esquimaux and various Indian tribes. Mr. Ross has also deposited some relics of Sir John Franklin, consisting of a gun used by him in his first expedition, and a sword belonging to the last one, and obtained from the Esquimaux. Mr. Ross is at present engaged in a series of investigations upon the tribes of the North, to be published whenever sufficiently complete, and illustrated by numerous photographic drawings."

The following gentlemen connected with the company have also contributed material of great value:—Mr. James Lockhart, Mr. W. Hardisty, Mr. J. S. Onion, Mr. John Reed, Mr. A. Taylor, Mr. C. P. Gaudet, Mr. J. A. Flett, Mr. A. Mackenzie, &c.

"Second in magnitude only to those of Mr. Ross are the contributions of Mr. Lawrence Clark, Jr., of Fort Rae, on Slave Lake, consisting of many mammals, nearly complete sets of water-fowl and other birds of the north side of the Lake, with the eggs of many of them, such as the black-throated diver, the trumpeter swan, &c.

"Other contributions have been received from Mr. R. Campbell, of Arthabasca; Mr. James Mackenzie, of Moose Factory; Mr. Gladman, of Rupert House; Mr. James Anderson, of Mingan; Mr. George Barnston, of Lake Superior, and Mr. Connolly, of Rigauette. Mr. Mackenzie furnished a large box of birds of Hudson Bay, while from Mr. Barnston were received several collections of skins, and eggs of birds, new and rare mammals, insects, fish, &c., of Lake Superior."

"It may be proper to state in this connection that the labors of Mr. Kennicott have been facilitated in the highest degree by the liberality of the Hudson Bay Company, as exercised by the directors in London, the executive officers in Montreal (especially Mr. Edward Hopkins), in particular by Gov. Mactavish. In fact, without this aid, the expense of Mr. Kennicott's explorations would be far beyond what the Institution could afford, even with the assistance received from others. Whenever the rules of the Company would admit, no charge has been made for transportation of Mr. Kennicott and his supplies and collections, and he has been entertained as a guest wherever he has gone. No charge also was made on the collection sent from Moose Factory to London by the Company's ship, and in every possible way this time-honored company has shown itself friendly and co-operating in the highest degree to the scientific objects of the Institution."

2. THE ORIGIN OF OIL SPRINGS.

The source of these vast supplies of oil has been much discussed, and there are still some points in their history which remain obscure.

We trace their remote origin to the great forests of antiquity, whose shrubs were trees, and whose trees were giants; we know their greatness by the casts of their mighty trunks, and the silhouettes of their huge leaves, which we find in our coal mines. Submerged and subjected to certain strange agencies, the vast, rank forest turned slowly into coal. Such a change involves a separation of carbon and hydrogen, sometimes as gas, sometimes as oil, or as both combined. Gravity would force the fluid to seek the lowest level it could find, through every crack and fissure, which accounts for its being found not only below but often remote from the coal deposits. Under other circumstances, the pressure of water from beneath, or the volatile nature of the gas which accompanies the oil, force it up into the highest attainable level, thus bringing it often into strata above the coal measures. Just how, or when, or why, these wonderful transitions took place, may never be definitely known; for in the vast crucible beneath our feet, where fierce fires are always raging, each change is directed by the hand of an Almighty chemist, with faultless wisdom, and in ways often past finding out.—*Merchants' Magazine.*

3. MINUTE CURIOSITIES OF NATURE.

Among the papers published in costly style by the Smithsonian Institute at Washington, is one on the microscopic plants and animals which live on and in the human body. It describes quite a number of insects. The animal which produces the disease called itch, is illustrated by an engraving half an inch in diameter, which shows not only the ugly little fellow's body and legs, but his very toes, although the animal himself is entirely invisible to the naked eye. When Lieutenant Berryman was sounding the ocean, preparatory to laying the Atlantic telegraph, the quill at the end of the sounding line brought up mud, which on being dried, became a powder so fine that on rubbing it between the thumb and finger, it disappeared in the crevices of the skin. On placing this dust under the microscope, it was discovered to consist of millions of perfect shells, each of which had a living animal.

4. TROPICAL VEGETATION OF THE AMAZON.

The magical beauty of tropical vegetation reveals itself in all its glory to the traveller who steers his boat through the solitude of these aquatic mazes. Here the forest forms a canopy over his head; there it opens, allowing the sunshine to disclose the secrets of the wilderness; while on either side the eye penetrates through beautiful vistas into the depths of the woods. Sometimes, on a higher spot of ground, a clump of trees forms an island worthy of Eden. A chaos of bush ropes and creepers flings its gay flowers over the forest, and fills the air with the sweetest odour. Numerous birds, partly rivaling in beauty of colour the peacocks and bignoniae of these hanging gardens, animate the banks of the lagoons, while gaudy macaws perch on the loftiest trees; and, as if to remind one that death is not banished from this scene of Paradise, a dark-robed vulture screeches through the woods, or an alligator rears, like a black log of wood or a sombre rock on the tranquil waters. Well he knows that food will not be wanting, for river tortoises and large fish are fond of retreating to these lagoons. If the Nile—so remarkable for its historical recollections, which carry us far back into the bygone ages—and the Thames, unparalleled by the greatness of a commerce which far eclipses that of ancient Carthage and Tyre—may justly be called the rivers of the past and the present, the Amazon has equal claims to be called the stream of the future; for a more splendid field nowhere lies open to the enterprise of man.—*The Tropical World.*

5. SOURCE OF THE NILE DISCOVERED.

The account furnished by the United States Vice-Consul at Zanzibar, Mr. Goodhue, renders it all but certain that the Nile has its principal source in Lake Nyansa. This sheet of water was first brought to European notice by Captain Speke, who accompanied Burton on his expedition into Eastern Africa. The Captain saw only its southern extremity; but from appearances and inquiries he was led to believe it to be about the size and shape of Lake Ontario. He expressed his belief at the time that in this sheet of water would be found the long sought source of the Nile, for the reasons that it did not discharge its waters towards the South; that they were exceedingly pure and transparent, as are those of the Nile, and that its elevation above the sea was such as to enable it to feed that mysterious river. It now appears that the outlet of Lake Nyansa is twelve miles north of the Equator, the stream flowing thence being named the Miverago, which is about a quarter of a mile in width.

VI. Biographical Sketches.

No. 30.—PETER BROWN, ESQ.

It is our painful duty to record to-day the death of Mr. Peter Brown, well known throughout Canada for nearly a quarter of a century in connection with this and other public journals. For a year past Mr. Brown had been in very feeble health, resulting a few weeks ago in an attack of congestion of the lungs, from which he never fully recovered; and yesterday, in consequence of a return of his malady, he sank peacefully and happily to his rest. The day previous to his death was the 79th anniversary of his birth, and the 50th of his marriage. Mr. Brown, in his earlier years, was a merchant in the city of Edinburgh, Scotland, and an active politician on the Liberal side in the days of borough-reform agitation. He emigrated with his family to New York in 1838, where he resided for five years. While there he contributed to the editorial columns of the New York *Albion*, and afterwards became editor of the *British Chronicle*. While in New York he published a volume which attracted much attention at the time, under the title of the "Fame and Glory of England Vindicated." It was intended as a reply, and it proved a most successful reply, to the well-known production of Mr. C. Edwards Lester, "The Shame and the Glory of England." In 1843, at the solicitation of the prominent ministers and members of the Presbyterian Church of Canada, Mr. Brown consented to remove to Toronto, and establish the *Toronto Banner*, as an independent organ of liberal Presbyterian views in Church and State. The first number appeared on the 18th August, 1843, and this journal was successfully maintained for many years under Mr. Brown's editorship with great vigour and ability. From 1844 up to 1849, he also contributed largely to the editorial columns of the *Globe*. It may not be for us to speak publicly in praise of one so near and so beloved. And yet, ought his literary associates of many years, who knew him well, to be debarred from laying a tribute on the bier of one once so prominent among Canadian journalists, to the uprightness of his character, his love of justice, his hatred of wrong, his clear judgment, his manly firmness, and his genuine kindness of heart? Mr. Brown was possessed of a large and generous mind—ever on the side of freedom. He was a good classical scholar, and an earnest student to the last week of his life. He was an accurate historian, and especially in the constitutional and biographical history of the past century he was thoroughly versed. As a writer, he was vigorous and logical in thought, bold in expression, but even, even in the heat of controversy, kind and courteous in his language. There are hundreds yet living in the backwoods and towns of Canada who talk with enthusiasm of his editorials in the *Banner*, in the controversies of days by gone. No man is exempt from weaknesses. Mr. Brown did not possess the faculty for business detail, and his proud spirit unfitted him for meeting difficulties which the lack of that faculty entailed. He had, however, the unspeakable happiness before his death, of knowing that the end and aim of his later life was accomplished, and the sacred obligations of former years required. Through the trials of life he held fast by the Christian's hope, and he died peacefully and happily, resting with assured confidence on the atonement of his Redeemer. Mr. Brown's partner in life preceded him to the tomb a year ago; but he leaves behind him a large circle of fondly-attached children and grandchildren, to cherish his memory with gratitude and pride. And we venture to believe that few citizens of Toronto have carried with them to the tomb more sincere respect and kindly remembrances than does he who has just departed from among us.—*Daily Globe*, 1st July.

No. 31.—WOLFRED NELSON, M.D.

Many of our readers will regret to hear of the death of Dr. Wolfred Nelson, at the ripe age of 71. He had been for some time ill, and not expected to recover. Dr. Nelson was born in this city in July, 1792, and was the son of an English Commissariat Officer. Educated to the medical profession, he was admitted to practice in 1811, and established himself at St. Denis, on the Richelieu River. In the war with the United States which shortly afterwards ensued, he volunteered and served as surgeon of the battalion raised in that district. In 1827 he successfully contested the representation of Sagoy with the then Attorney-General (afterwards Chief Justice) Stuart, and was after that a prominent man in the political world. Whatever objects others may have proposed to themselves, his was to obtain for British subjects in Canada the rights enjoyed by their fellow-subjects in Great Britain. Conceiving those rights to have been unjustly infringed, he took up arms in 1837 to enforce them, and fought bravely, however rashly, in the cause he had adopted. He won the one victory at St. Denis, which served to gild the desperate fortunes of the insurgents. When the advance of the victorious troops under Colonel Wetherall rendered further resist-

ance hopeless, he fled, and sought, by pursuing back roads and traversing forests, to make his way to the United States. He was captured upon the frontier; and in a village there, gaunt, foot-sore, and almost famished, the writer first saw him. Even his adversaries of those days respected him for his bravery and constancy. His life was spared, and he was sent into exile. Released from Bermuda, he settled in the United States, and came to live as near Canada as possible—at Plattsburg, N. Y. As soon as the amnesty permitted, he returned to his native country, and has resided in this city ever since. In the year 1844 he was elected by his old friends on the Richelieu to represent the County of that name, and was re-elected to the next Parliament. He became the ardent friend of the party essaying to work the British constitution in its fullness here. Declining a third election, he was appointed in 1851 an inspector of prisons—an office for which his professional career, and his earnest philanthropy, peculiarly fitted him. In 1859 he became Chairman of the Board of Inspectors. During the ship fever of 1847, he had rendered great services to the poor, sick and dying immigrants, at the risk of his own life; and during the cholera years, as Chairman of the Board of Health, he was also most zealous. He has been once or twice elected President of the College of Physicians and Surgeons for Lower Canada. And yesterday, at a ripe old age, he passed away. Through a life full of adventure as that of a hero of romance, he preserved a name unsullied by any baseness. He carried into politics and official life a heart tender as a child's, excitable and romantic as a woman's. His aims were always high, never sordid or base. Possessed once of wealth, he sacrificed it on the altar of (what he esteemed) his duty to his country; and, in his later years, when other men were accused of enriching themselves at the expense of the country, his escutcheon ever escaped unstained.—*Montreal Gazette*, June 18.

VII. Miscellaneous.

AWAKE LITTLE SLEEPER.

Awake thee, little sleeper,
No longer slumbering lie,
The rosy light is breaking
O'er all the eastern sky,
And joyous birds are winging,
Their flight from tree to tree,
While all the air is ringing
With sweetest melody;
Let thy young face be lifted
In strains of grateful song,
Unto thy Creator,
Who doth thy days prolong.

Awake thee, little sleeper,
And view the glorious sun,
His circuit through the heaven
Already is begun;
He looked in at thy window,
To find thee sleeping still,
Then hastened on his journey
Far over vale and hill;
Behold him as he speedeth
Upon his onward way,
For never once he pauseth
Till evening's closing ray.
Thus let thy path be onward
And upward every day;
So shall thy rest be glorious
When life has passed away!

2. THE QUEEN'S VISIT TO THE ROYAL VICTORIA HOSPITAL.

The first public act of the Queen after her bereavement has been a characteristic one. On the 8th of May she paid a long visit to the military hospital at Netley, the foundation stone of which she and the Prince Consort laid nearly seven years ago. The Prince Consort always took a great interest in this hospital, and frequently visited it. He was very anxious to have a military hospital worthy of the nation, and fitted for the brave soldiers whose health has failed in foreign service. Her Majesty participated in these wishes, and her visit so soon after the opening of the hospital shows how

much she has at heart the carrying out of the Prince's views for the welfare of the soldier. On Friday morning, the 8th of May, the commandant of Netley, Colonel Wilbraham, received notice from Osborne that the Queen would visit the hospital in the afternoon. Instructions were sent, however, to make the visit perfectly private, and consequently every step was taken to secure this. No orders were issued till two o'clock, and it was not till just before her arrival that the news of the Queen's visit spread through the hospital. The Queen arrived at half-past three, accompanied by Prince Alfred and Prince and Princess Louis. Her Majesty expressed a wish to visit first the foundation stone. She stayed here a few minutes, but it was a painful reminiscence. She bore it, however, firmly, and then entered the hospital. It was intended to take her only into three or four of the wards to show her the arrangements; but she stated that she desired to go into all the wards. On being told that there were no less than 99 wards, she said she would then visit as many as she could, and she did actually enter a very great number. In the first ward into which she went, a Victoria Cross man from India was lying very ill in bed. She immediately went up to him, addressed him most kindly, and sent for the officer in charge of the division to tell her about his state. She continued this in every ward into which she entered. Whenever she saw a man very ill, she walked up to his bed side, spoke to him, inquired about him, and showed the greatest interest in his case. In one ward an incident occurred which affected those who were present. An old Irish soldier from India lay nearly at the point of death. After the Queen had spoken to him, he said: "I thank God that he has allowed me to live long enough to see your Majesty with my own eyes." The Queen and the Princess Alice were both touched by this speech, which came from the very heart of the dying man. The aspect of the whole hospital was extremely touching. It is now almost filled with Indian invalids, splendid old soldiers, bearded and bronzed; many of them magnificent men of the ante-Crimean class. They thronged the corridors, drawn up in lines, and absolutely devoured their Queen with their eyes. She kept bowing to them as she walked along, making inquiries about the arrangements of the hospital from Colonel Wilbraham and Inspector General Anderson. After looking at the chapel, bath-room, and kitchen, she expressed a wish to see the rooms of the Army Medical School, and accordingly visited the library, museum, lecture-room, laboratory, and microscopical room. At each place the professors were sent for to explain the arrangements. She then went into the quarters of the married soldiers. It had been rather wished that she should not see these, as, owing to the recent opening of the hospital, it has not been possible to arrange so comfortably as could be desired for the great number of soldier's wives who have recently arrived with their sick husbands. However, the Queen said she desired to go, and accordingly she went into most of the rooms. Both she and Princess Alice spoke to several of the women, and enquired after their comfort. This was the only part of the hospital which did not satisfy her; but it was explained to her that the present arrangements were only temporary. The Queen then re-embarked, after spending nearly two hours in the hospital. The day was beautiful, the sky cloudless, and nothing could be more cheerful than the look of the hospital grounds. Everybody connected with the institution was, of course, most highly gratified, not merely with the honour of the visit, but with the way, at once so thoroughly royal and womanly, in which she had shown her interest in her sick soldiers. The Queen's appearance was deeply interesting. When she is silent, her face is sad, and bears the marks of a heartfelt and abiding sorrow. Her smile is, however, as gracious as ever, and her voice, though low and very gentle, has all its old sweetness and clearness. She did not seem fatigued with her long walk through the hospital, though she must have gone over several miles of ground, and had many stairs to mount. So carefully had the news of her visit been concealed, that there was scarcely any one to see her except the inmates of the hospital and the workmen still engaged there, and their wives and children.—*The Lancet*.

3. THE BISHOP OF LONDON ON THE DIFFERENCE BETWEEN RELIGIOUS EDUCATION AND A KNOWLEDGE OF RELIGION.

"In the attempt to give religious education, they had often forgotten that it was something quite different from the acquisition of knowledge on religious subjects. The young man who failed to distinguish himself in the examination might be the most religious—the most worthy of praise—the one who would turn out the most useful member of society. Therefore, they were not to be led away to suppose that if they had an examination on religious subjects, they were thereby establishing a system of religious education. They must go beyond anything that could be tested by examination into the daily discipline of the school, into the spirit of the lives led by the masters and the pupils, before they could say whether a religious education was given in any school or not. But, although they

were to bear in mind that the knowledge of religious subjects was not religion, yet they were not therefore to suppose that it was unimportant. There was scarcely to be found a man well-acquainted with other subjects who would not consider himself disgraced if he were found ignorant of the highest matter of life, and of the matters which stretch beyond life. Therefore, there could be no good education without the knowledge of the subject of religion, just as there could be no real education which was not based on the religious training of the whole habits."

VIII. Educational Intelligence.

CANADA.

— UNIVERSITY OF TORONTO CONVOCATION.—The Annual Convocation of the University of Toronto was held on the 5th inst. There was a large assemblage of ladies and gentlemen present. The following degrees were conferred:—LL.D.—Adam Crooks, M.A., B.C.L. M.A.—J. J. Wadsworth, B.A.; J. C. Hatton, B.A.; J. A. McLellan, B.A., and A. L. Wilson. LL.B.—W. R. Meredith, G. E. Moore, R. Snelling, T. H. Begue, and E. J. Denroche. M.B.—S. F. Ramsay, J. McCallum, J. Cascaden, J. B. Trenor, J. Fulton, W. H. Covernton, S. E. Shantz, T. B. N. Dack, J. Henry, D. L. McAlpine, R. Orton, W. McKay, D. B. McCool, and J. W. Stewart. B.A.—J. M. Gibson, N. McNish, T. W. Wright, W. Mulock, W. Oldright, A. M. Lafferty, W. B. McMurich, W. G. McWilliams, E. Frisby, J. Hubbert, T. H. Scott, W. D. Lesuer, T. H. Burkitt, A. Hestor, W. H. Withrow. The following gentlemen were admitted as matriculants.—*Faculty of Law*.—D. H. Preston, D. L. Duncombe, M. J. Kelly. *Faculty of Medicine*.—W. R. Holme, F. Rae, W. H. Miller, J. McCallum, R. King, J. Stubbs, W. C. Gouinlock, E. L. Burnham, A. G. Jackes, D. T. Scholfield, F. W. Hodder, M. S. Langa, A. G. McPherson, J. Fulton, T. S. Bulmer, J. Cascaden, J. A. Fife, W. Mickle, R. Aberdein, P. Constantinides, A. Beith, R. Thorburn, J. Lynch, D. L. McAlpine. *Faculty of Arts*.—J. A. Paterson, C. W. Bell, W. R. Holme, W. G. Falconbridge, T. D. Delamere, A. C. Tyner, J. E. Gould, L. H. Robertson, G. Rennie, J. Tait, T. P. Butler, M. Byers, W. T. Barbour, M. McKensie, J. Gillies, A. H. Wright, D. Hunter, A. Greenlees, M. C. Moderwell, J. Barron, W. McDiarmid, A. J. Robertson, J. G. Bowes, G. Brunel, W. Davidson, P. Farley, H. M. Deroche, C. T. Ratray, H. P. Hill, G. Sheppard, G. Davidson, R. R. Baldwin, R. Cameron, W. Watt, H. Clarke, P. M. Barker, J. G. Ridout, E. P. Crawford, Fleming, and J. B. Thompson. The following prize poem—"Westward, the Star of Empire takes its Way," was recited by J. Campbell:

"Hail! Empire, glorious gift of heaven,
Twin brother of our mortal race.
Pair child of Paradise long driven
From thy first, holy dwelling place;
Glad nations hail the joyful day
That makes them, by thy coming, blest,
Exultant, welcome thee to sway
Thy sceptre in the mighty West.

"Long hast thou dwelt where springs the light
Of early morn o'er distant lands,
Still guided in thy wayward flight,
Thy course impelled by unseen hands;
Where Hesperus thine advent waits,
Old Ocean bears thee proudly o'er,
And mountains opening wide their gates,
Proclaim thee to the farthest shore.

"Far from the crowd of cringing slaves,
Thy trembling fall before thy power,
Thy children lead o'er thee the waves,
And deck thy brow with Freedom's crown;
For they are Freedom's heirs and thine,
No feeble race, no bastard brood,
True scions of a noble line,
The stout, old Anglo-Saxon blood!

"On, Empire! speed thee on thy way,
Ne'er may thy sons true courage lack
To go before thee, ne'er delay
To follow in thy beaten track.
Be theirs an empire worthier far
Than that by conquering armies won,
A holy light, a guiding star,
A power to lead the nations on.

"Till to the land that gave thee birth,
Thou shalt retain with blessings crown'd,
When thou hast spanned the circling earth,
Fulfilled thy long appointed round.
'Till war's relentless reign shall cease,
'Till thou shalt set the nations free,
And lead them in the light of peace,
Of wisdom, love, and liberty.

"Then shining like the noonday sun,
The star that sage and shepherd led
To where a babe, the Holy One,
Was laid in Bethlehem's lonely bed,
Shall stand amid the glaring skies,
A new, a better world to bless,
And Universal Empire rise
To hail the Son of Righteousness."

The winner of the gold medal in Medicine was Ramsay, S. F. Messrs. McNish, N., gold medallist; Gibson, J. M., Lafferty, A. M. and Lesuer, W. D. silver medallists, in Classics. Messrs. Wright, T. W., gold medallist, and Lafferty, A. M., and Frisby, E., silver medallists, in Mathematics. Messrs. Mulock, W., and Oldwright, W., gold medallists, and Gibson, J. M., and Scott, T. H., silver medallists, in Modern Languages. Messrs. McMurich, W. B., gold medallist, and Hubbert J. silver medallist, in Natural Sciences. W. G. McWilliams, silver medallist, in Metaphysics, Ethics, Logic, and Civil Policy.

The following scholarships were then awarded:—*Faculty of Medicine*.—Matriculation, W. B. Holmes; first year, G. Wilkins; second year, J. L. McCarthy; third year, J. J. Wadsworth. *Faculty of Arts*.—Matriculation—Greek and Latin, J. A. Paterson, 1; Greek and Latin, A. G. Tyner, 2;

Mathematics, J. A. Paterson, 1; Mathematics, J. E. Gould, 2; General Proficiency, C. W. Bell, 1; General Proficiency, W. R. Holmes, 2; General Proficiency, W. G. Falconbridge, 3; General Proficiency, T. D. Delamere, 4; General Proficiency, L. H. Robertson, 5. First year—Classics and General proficiency, J. A. Paterson; General Proficiency, W. G. Falconbridge, 1; General Proficiency, P. Wright, 2; General Proficiency A. F. Campbell, 3; General Proficiency, J. C. Morgan, 4. Second year—Classics, S. Foster; Mathematics, W. Malloy; Natural Sciences, J. B. Thompson; Modern Languages, J. Campbell; Metaphysics and Ethics, J. E. Orly; General Proficiency, G. S. Goodwillie. Third year—Classics, W. H. Vandermissen; Mathematics, J. Rutledge; Natural Sciences, E. F. Snider; Modern Languages, F. E. Seymour; Ethics, Metaphysics, &c., T. D. Craig; General Proficiency, J. Wilson.

The prizes were next awarded. Mr. Boyd presented Mr. J. Campbell to whom had been awarded prizes for English verse and English prose. Rev. Mr. Schluter presented the successful candidates for prizes in French and German composition—Mr. Oldwright, W., in the former, and Messrs. Eby, A., and Vandermissen, W. H., *æquales* in the latter. Professor Hirschfelder presented the successful candidate for the prize in Oriental Languages, Mr. Gibson J. Morrison. Rev. Dr. McCaul presented Mr. Gibson J. Morrison, the successful competitor for the Prince's prize. These prizes all consisted of handsomely bound volumes of considerable value, and the bestowal of them in each class elicited hearty applause.

THE CONVOCATION CLOSED.—The Chancellor, in rising to close the convocation, said he knew that upon occasions of this kind it was expected that the gentleman presiding should offer a few remarks. It was only within the previous twenty-four hours that he had received the commission appointing him Chancellor of the University; and he thought, therefore, he had a claim on their indulgence, and would be excused if he found himself unable to pass under review the proceedings of this institution during the past year. (Applause.) He regretted this inability, because he thought it would have afforded gratification to know the particulars of the progress of the University, which, he was informed, was highly satisfactory. (Applause.) He felt very sensitively the high honour that had been conferred upon him, and he felt, too, how inadequate he was for the position, and how imperfectly he was able to discharge its duties; he trusted, however, that as long as he filled it he would never be found inactive in watching over the interests and promoting the welfare of this institution—(great applause)—in maintaining in their fullest integrity the rights and privileges belonging to it—the rights and privileges belonging to its graduates, its professors, and its senate, and all belonging to it—rights and privileges, which, in his opinion, belonged to the people of Upper Canada, and which the more they knew, the more they examined into, the more they would appreciate. (Applause.) It was not for him then to speak of the advantages of a national education, for that would be a twice told tale; and though this was the first day he had been present there in the capacity of Chancellor, he was not a stranger to the University. From the first he had been a member of its senate, and in former days he had taken a very active part in its government, and a warm interest in its progress. But in later years, being a member of the Government, he had felt himself debarred from taking such a position, more particularly as he was the medium through which the resolutions of the senate were reported to the visitor, the Governor General. He trusted, however, that upon every opportunity he would have as Chancellor, he would be found doing the utmost in his power—the utmost in his humble abilities—to protect the rights and privileges of the University, should they ever be invaded, which, he trusted, they never would. (Loud applause.) He then adverted to the death of the late Chancellor, Mr. Justice Connor—an event which he deeply deplored—and also to the death of the previous Chancellor, Mr. Justice Burns. They were both worthy, excellent men, and in their death the University lost firm friends, and the country faithful servants. (Applause.) After remarking that the number of matriculants was larger upon this than any other occasion, the Chancellor closed the convocation.—Three cheers were then given for the Queen, and three for the Chancellor. The audience then separated.

— THE ANNUAL UNIVERSITY DINNER.—The annual dinner of the University Association took place in the dining-room of the University buildings at seven o'clock. The dinner was provided in admirable style by Mr. Steers. About one hundred and fifty gentlemen sat down to the table. Mr. Edward Blake A.M., presided, and was supported on his right by the Chancellor, Mr. Justice Morrison, Hon. William Cayley, and Mr. Frederick Cumberland; and on his left by Dr. Woodfall, R. A.; Dr.

Hodder, and Professor Croft. Dinner having been partaken of, the chairman gave the usual loyal and patriotic toasts, all of which were received with loud cheers, and duly responded to. After a number of toasts had been given and responded to, the company separated. The excellent band of the Queen's Own Rifles was present, and played at intervals during the evening.—*Leader.*

— MODEL SCHOOL FOR UPPER CANADA.—The annual examination of the Model School (boys' and girls' departments) was held yesterday, when a large number of the parents and friends of the pupils assembled to witness the proceedings, in which all present apparently took a lively interest. We observed several clergymen and other gentlemen, from the country, making anxious inquiries relative to the rules and regulations upon which the institution is conducted and into the appliances in requisition to carry into practical operation the system pursued.—The third division, under the tuition of Miss Clark, youngest daughter of the energetic and indefatigable head mistress, showing a very fair proficiency in geography, natural history, arithmetic and spelling, in the latter branch of which they excelled; and this tells well on behalf of their teacher, for good spellers are sure to become smart and intelligent scholars. The questions put to the class whose ages ranged from six to ten years, were too difficult. This was evident from the fact that 6 out of 58 pupils could only answer them. How so young a lady as Miss Clark can command the energy to keep so large a number of pupils interested in their studies we cannot opine.—The second, under the care of Miss Adams, a teacher of no ordinary tact and energy, combined with a happy facility in communicating ideas, gave indubitable proof of sound progress in every department of knowledge. We were much gratified to find that the very important study of *Physiology*—hitherto a desideratum in common school education long felt—has at length become a special subject of study in the Model School. It is a well-known fact that while we are acquainted with all the incidents connected with the outer world, we are to a great degree ignorant of the laws which govern and regulate our organic and functional qualities.—The first division, under the supervision of the head mistress assisted by the lady students of the Normal School, acquitted themselves in a creditable manner. The answering of Miss Clara Clarke—who, by the way, is no relation of Mrs. Clarke—elicited the highest encomiums from all. Miss E. Reeves—daughter of Mr. Reeves, Queen street, bids fair to take her place in the Model School.—The specimens of domestic economy, exhibited proved an attractive and interesting feature in the examination. The specimens of sewing of little Alice Flavel, Margaret Campbell, Jane Erskine and Harriet Varcoe, were much admired, while the plain loaf of Julia Oody, the rich cake of Rosy Westlake, and the buns of E. Scott received marked approval. With regard to the Boys' department the headmaster's efficiency as a first-class teacher is so well known that comment is unnecessary. Suffice it to say that the answering of the boys was really excellent. When a question was propounded all hands were anxiously held up to signify a readiness to reply. Mr. Campbell's boys were distinguished for proficiency in every branch under instruction.—The penmanship of the boys' school was, amongst youth, inimitable, both as regards formation and execution. The system is bold and free, and if Mr. Strachan the excellent writing master, forms a judgment by contrasting the proportion of the bottom with the top curves in the formation of letters he will in due course of time have some of the best writers on this continent.—The singing, under the able instruction of Mr. Sefton, delighted those who were so fortunate as to have been present on this interesting occasion.—Everything which tends to the encouragement and taste for learning appears to be adopted by the heads of the Educational department. We were shown a very neatly executed form of certificate given to the deserving pupils in the different branches in which they are most proficient. It is printed on card board, and the design, which is exceedingly neat, is the same as that used by the Society for Promoting Christian Knowledge.—After the termination of the exercises in the school-rooms, the pupils were summoned to the theatre in the Normal School to receive the prizes awarded to the successful competitors. The gallery, and every available place in the theatre, were crowded with visitors, who appeared to take much interest in the pleasing ceremony of distributing the prizes. This part of the day's proceedings was performed by Rev. Dr. Ryerson and Rev. Dr. Jennings, the former gentleman presenting the prizes to the girls and the latter to the boys.—At the close the Rev. Dr. Ryerson rose and said that no part of his official duty afforded him more unmingled pleasure than attending the examination of the Model school. Upon no former occasion did he experience so much gratification at witnessing the performances of

the pupils in gymnastics. Although their excellent friend, Captain Goodwin, had advanced in years, he had none of the decrepitude of old age, and had not lost any of his vigor and energy in that branch of education. He (Dr. Ryerson) was sure that he expressed the feeling of that meeting, as well as of the people of the country, when he said—Long may Captain Goodwin live to promote so important a cause. The pupils had distinguished themselves individually in the different branches so meritoriously, that it was unnecessary for him to make any comment. The prizes which they had obtained spoke for themselves, and he had no doubt the pupils earned them well and they had been well merited. To the boys and girls he would say, God grant that, they may be prompted to still further perseverance in the discharge of their duties. He hoped that as they advanced in those studies, that they would carry with them through life the same energy, and the same diligence which they had acquired at the Model school, and which was so amply displayed on that day's proceedings. The learned Superintendent then referred to the object for which the school was intended. It was not so much to teach children as to show how they ought to be taught. Teachers had been selected for their peculiar merits and the very best system of education was adopted. The number of children in the school was limited. There were 150 girls and 150 boys; and there were a large number of applications for admission, but the rule was not to admit more, and it had not been deviated from. The fees at the first establishment of the school were only one penny per week, but they were now 25 cents per week. Every facility that could be afforded the pupils was afforded them, so that the people of Upper Canada may see that it has an establishment upon which they could rely that their children's education was of a superior kind. He was happy to say that there was no decline in proficiency, and that the school would bear favorable comparison with any educational establishment in the country. In regard to the Normal School, its object was not to educate persons, but to teach them to become teachers in the common schools. A complaint had been made that comparatively few Normal School teachers were appointed to the common schools. There were several conditions required, similar to those in the States, from candidates desirous of preparing themselves for the profession of teachers, and unless those conditions were strictly complied with a certificate could not be granted. There was nearly three-fourths of those attending the school who had been common school teachers before and who had come here to qualify themselves. The number of persons during the session who had sought admittance was 158; the number admitted was 137. The number of those who had left during the session from sickness, and inability to attend was 29, and those who had obtained certificates was 95. The number of first class certificates granted and marked A was 7; marked B 7; C 12 Total 26. Second class certificates marked A 14; B 40; C 15 Total certificates granted 95. Many of these had held Normal School certificates before, and they had come back to go through a more difficult examination; and to obtain certificates of a higher order. The general rule was that those who had attended the school had evinced a taste for the profession of teachers, and the influence which the system of education had on them was, that the common school system has become so general that one may go into any town or village in the country and they would find that there was not a school which was not as neatly erected and as well fitted up as our own model school. So it would be seen that the seed sown here was taking root, and he trusted would be of advantage to the rising generation. He congratulated the teachers of the Model school as well as those of the Normal school upon the successful termination of the session; and to Mrs. Clarke, particularly, he wished to convey his congratulations, and he hoped that she would be long spared to take an active part in the instruction of the children attending those schools. He then said that it was his pleasing duty to announce to the pupils that they would not be required to attend school until the first week in August. (Applause.) Rev. Dr. Jennings then pronounced the benediction, after which one of the young ladies belonging to the senior class presented an address, in behalf of the school, to their teacher Mrs. Clarke, accompanying it with a very handsomely bound photograph album. Mrs. Clarke replied in affectionate terms, thanking them for so kind a mark of their esteem, and expressing a hope that they would, through life, fear God and in all their ways acknowledge Him and He would direct their paths.—The proceedings were then brought to a close, and the large audience dispersed well pleased with what they had witnessed.—*Leader.*

—**EXAMINATION AT REGIOPOLIS COLLEGE.**—We lately had the pleasure of attending an examination of the Students of Regiopolis College, and were much delighted with the manner in which they acquitted them-

selves. Judging from the extent and variety of the exercises, and the ease and exactitude with which they were gone through, this fine institution bids fair to rival, in course of time, the oldest Colleges in the country. The examination was not a mere formality, but each scholar was subjected to the most rigid scrutiny. The gentlemen who questioned them were evidently desirous of satisfying themselves of the progress of each one during the year. The most difficult questions of Philosophy were discussed with a clearness and force that left nothing to be desired. In Mathematics, the results were equally gratifying, exhibiting careful study and excellent instruction. The Latin authors, from Caesar to Tacitus, were represented; and what surprised us most was the cleverness with which the Students entered into the spirit and meaning of their author, their elegant construction of the most intricate sentences, and the correct English in which they expressed themselves. The same praise is due to the rendering of the immortal productions of Grecian genius. Xenophon, Homer, Sophocles and Euripides, with other authors, were beautifully translated. Indeed, we have seldom observed greater justice done to the chief d'œuvres of those great men.—But it is not to be imagined that the classical course is so exclusively followed as not to admit the claims of a commercial training. The importance of a thorough English education is fully appreciated. From the elementary to the higher branches, the Students were equally successful, and seemed to have acquired a large share of the qualifications necessary for commercial pursuits.—On the whole, the examination was a great success, and speaks much for the past and hope for the future. At the conclusion of the exercises, the distribution of Prizes took place, after which His Lordship the Bishop addressed the Students in a few appropriate remarks, concluding with a justly deserved encomium on the zealous and able Director, Rev. J. O'Brien.—*Kingston British Whig.*

—**LORETTO CONVENT.**—On last Wednesday the annual distribution of prizes to the young lady pupils of Loretto Convent, in this city, took place. The Rev. E. Gordon, Vicar-General, of Hamilton, presided instead of his Lordship, Bishop Lynch, who was unavoidably absent. He was assisted in his duties by the Rev. Vicar-General Walsh and Archdeacon O'Keefe. The subject matter of the examination was very comprehensive, embracing amongst other things, Geography, Grammar, History, Arithmetic, Astronomy, and the French and Italian languages. In all those branches of an accomplished female education the young ladies underwent a most rigorous and searching examination, and evinced throughout that they were thoroughly grounded in the fundamental principles of a liberal education, to an extent which few, who did not witness the examinations, would probably conceive. In mathematics they seemed exceedingly proficient. Miss Rose Arnold is here worthy of honorable mention. Gold medals were awarded to the Misses Norton and McKenna. The young ladies had on exhibition several well executed drawings and specimens of needlework. Among the former we noticed the Pastile drawing of Miss Murray, which is fine in the boldness of its outline and artistic working in of the shades. Miss Muttelbury's pencil drawing is also to be commended. The Misses Rose Arnold and Mullen displayed some beautiful fancy work. In *résumé* we must say this establishment is well worthy of patronage and of any encomium that may be passed upon it. It is principally conducted by continental ladies of the highest proficiency in the varied acquirements requisite to fit a young lady for taking and holding her noblesse amid the charmed circles of the *beau monde*. By unswerving perseverance and ever watchful solicitude they fulfil their duties to both parent and child in the most satisfactory manner, and gain for their school a leading place among the select *écoles* for imparting instruction to the young ladies in Canada. By instilling into their minds the observance of every virtue, they qualify them for becoming affectionate sisters, dutiful children, and virtuous, tender wives and matrons. After singing *en masse* the national anthem, the assembly dispersed, amply pleased and highly satisfied with the intellectual treat furnished them.—*Leader.*

—**MODEL GRAMMAR SCHOOL.**—The prizes awarded at the annual examination of the pupils under instruction in the Model Grammar School, were presented on Friday afternoon, the 10th inst., to the successful competitors, in the theatre of the Normal School, by the Rev. Mr. Cheakley, rector of the institution. The prizes were bestowed for distinguished answering in the various literary subjects classified, as also for general proficiency throughout the year, adjudicated by marks of merit. Captain Goodwin distributed the prizes to those young gentlemen who had excelled in gymnastic exercises. It is, indeed, a subject of gratification that physical training and the science of physiology have engaged the special atten-

tion of the Chief Superintendent of Education, and have now become an important part in the education of our youth. It is a settled and firm belief, and acknowledged by every student of nature, that muscular power and consequent mental vigour, makes continuous mental effort an agreeable part of our nature, and is the result of systematic physical exercises in the gymnasium and in the cricket ground. Whoever witnesses the military evolutions performed by our City Volunteers, may at once see that the movements of the Normal School Cadets are above mechanical precision—the result of physical training. The Chief Superintendent of Education, the Principal of Upper Canada College, and the Rector of the Model Grammar School, commend, in strong and emphatic language, these exercises, on account of the beneficial advantages of which they are productive, in cultivating prompt and decisive action in business transactions, and developing a vigorous mind in a healthful body.—The Rev. Mr. Checkley, on presenting the prizes, spoke in complimentary terms of the assiduous attention paid by the boys to their studies. Four only had presented themselves as matriculants in College, and these had obtained honours—three in University College and one in Trinity College. (Applause.) After the prizes had been given out, a deputation from the Normal School Cadets advanced to the platform, and Lieutenant Macdonald, in a few appropriate and eloquent remarks, presented Captain Goodwin with a silver claret jug, bearing the following inscription, neatly executed: "Presented to Captain H. Goodwin, by the M. G. S. Cadets. July 10, 1883."—Capt. Goodwin, in rising to return thanks for the unexpected present conferred upon him, was much affected. He said that his services had been amply rewarded, and that he highly appreciated the kindly feelings which prompted the cadets to present him with this souvenir. It would be presumptuous in him to say that he would live long; but this he would say, that as long as he lived his services would be devoted to this excellent institution. (Long and continued applause.)—The Rev. Dr. Ryerson also addressed those present in his usual eloquent and forcible style.—The Rev. Dr. Fuller pronounced the benediction, and the interesting proceedings thus ended.—*Leader.*

[For various reasons, it has been decided to close the Model Grammar School. It will therefore not be reopened at the usual time.]

BRITISH AND FOREIGN.

—MIDDLE CLASS COLLEGE IN ENGLAND.—About \$14,000 has now been raised for the erection of the proposed Middle Class College, which it has been determined to establish in Suffolk, England, as a memorial to the late Prince Consort, and to raise the tone of middle-class education in the district. The college is to be erected near Framlingham, in the above county, and His Royal Highness the Prince of Wales has consented to lay the first stone.

—HARVARD UNIVERSITY.—Thomas Hill, D.D., has been elected to fill the office of President, made vacant by the decease of the lamented Felton. The Annual Catalogue presents this session a total of 814 students; 432 under graduates, 9 resident graduates, 89 law students, 56 in scientific department, 211 in medical school, and 17 divinity students. The senior class is the largest, and numbers 116 pupils. The faculty and corps of instructors number 56. The College expenses, exclusive of board, text-books, etc., is about \$700. Board, from \$3.50 to \$4.00 per week. The total number of books in the libraries of the University is 152,500.

IX. Departmental Notices.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Victoria, chap. 64, has granted to the undermentioned Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada:

"107. The Chief Superintendent of Education, on the recommendation of the Teachers in the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked; but no such Certificate shall be given to any person who has not been a Student in the Normal School."

The certificates are divided into classes, in harmony with the general programme, according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate.

Each certificate is numbered and recorded in the Register of the Department, in the following order:

TWENTY-NINTH SESSION.—DATED 19TH JUNE, 1883.

MALES.

FIRST CLASS.—GRADE A.

1627 Brown, James Coyle.
1628 Groat, Seillman Preston (1249).*

FIRST CLASS.—GRADE B.

1629 Hamilton, Alexander.
1630 Hammond, Joseph (1268).
1631 McLennan, Shanon (814, 1032).

FIRST CLASS.—GRADE C.

1632 Ewing John (1556).
1633 Helson, Thomas Henry.
1634 Matheson, John Hugh.
1635 Rider, Thomas.
1636 Ross, John.
1637 York, Frederick Embry (1573).

SECOND CLASS.—GRADE A.

1638 Betney, William Henry.
1639 Butler, Richard Charles.
1640 Galbraith, Daniel.
1641 Langdon, Richard Vickery.
1642 Moment, Alfred Harrison.
1643 McKay, Andrew.
1644 Welsh, John (1463.)

SECOND CLASS.—GRADE B.

1645 Allison, Andrew (821).
1646 Banks, Richard.
1647 Barr, William.

1648 Bell, William.
1649 Burrows, Frederick.
1650 Cain, James.
1651 Cameron, Thomas.
1652 Campbell, Aaron Jesse.
1653 Fawcett, Simon Wesley.
1654 Flynn, Daniel (1384).
1655 Frampton, John.
1656 Goldsmith, Perry David.
1657 Hannah, William George.
1658 Hare, George William.
1659 Herrick, Arvan Osborn.
1660 Hicks, David (1386).
1661 Hodge, George.
1662 Holmes, Robert.
1663 King, John Sumpter.
1664 McArthur, Alexander.
1665 McBrayne, Donald.
1666 McDonald, William.
1667 McLaren, Alexander Lunan (1473 ?).
1668 Palmer, George Alexander.
1669 Rose, Leonard Alfred.
1670 Taber, Jacob Russell.

SECOND CLASS.—GRADE C.

(Expire One Year from date.)

1671 Jordan, Thomas.
1672 Lowe, Peter.
1673 Moyer, Eli Nash.
1674 Rockwell, Ashbel.
1675 Swan, Thomas.

FEMALES.

FIRST CLASS.—GRADE A.

1676 Buick, Margaret (1426, 1886, 1581).
1677 Craig, Elizabeth.
1678 Greenlees, Margaret (1589).
1679 O'Neill, Margaret (1420, 1494).
1680 Reeves, Mary Maria (1406, 1589).

FIRST CLASS.—GRADE B.

1681 Adams, Agnes Maria (1596).
1682 Henning, Amelia (1518, 1591).
1683 O'Flaherty, Anna Maria (1320, 1413, 1493).
1684 Rogers, Jessie (1421, 1590, 1585).

FIRST CLASS.—GRADE C.

1685 Griffin, Ellen Catherine (1236, 1409).
1686 James, Lucy (1563).
1687 Munson, Charlotte (586, 1518, 1593).
1688 McKellar, Catherine (1315, 1406).
1689 O'Flaherty, Edith (1462, 1586, 1594).
1690 Vallance, Margaret (1248).

SECOND CLASS.—GRADE A.

1691 Gillen, Catherine (1615).
1692 Gillen, Ellen (1614).
1693 Horner, Esther Anna Rogers (1419).

1694 Lanton, Annie (1621).
1695 Peden, Jessie Lathrop.
1696 Stevenson, Ruth Bevelia (1609)
1697 Williams, Eliza Ann (1521, 1612).

SECOND CLASS.—GRADE B.

1698 Allen, Mary.
1699 Bell, Mary Ann.
1700 Dick, Margaret Elizabeth.
1701 Grabell, Ladonia Maria Emmeline.
1702 Guthrie, Jane.
1703 Harbottle, Charlotte.
1704 Kessack, Elizabeth (1620).
1705 Martin, Elizabeth.
1706 Oates, Isabella Augusta (1624)
1707 O'Brien, Eliza.
1708 Stewart, Annie (1158).
1709 Welsh, Jane.
1710 Wilkinson, Hannah (1626).
1711 Wright, Mary Eleanor.

SECOND CLASS.—GRADE C.

(Expire One Year from date.)

1712 Carlisle, Jane.
1713 Oash, Charlotte.
1714 Bider, Christina Hossie.
1715 Elder, Jane.
1716 Hamilton, Sarah Jane.
1717 Horgan, Mary Rebecca.
1718 Lamb, Susannah.
1719 Lymburner, Eliza.
1720 Simons, Theresa Maria.
1721 Twohy, Ellen.

EXPIRED CERTIFICATES.

The certificates of the Second Class, Grade C, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. In the *Journal of Education* for July, 1880, for February and

*The figures in brackets indicate the number of a previous certificate obtained by the student named.

July, 1861, for February and August, 1862, and February, 1863, lists of the certificates which had expired up to those dates were published, and the following list shows those which expired on the 15th June, 1863:

MALES.

1485 Boldrick, Richard Henry. 1487 Wager, Reuben Lewis.
1486 Summers, George. 1488 Obtained Second Class A (1844)

FEMALES.

1522 Obtained Second Class B (1597) 1528 Obtained Second Class B (1605)
1523 do. do. (1598) 1529 do. do. (1607)
1524 do. do. A (1590) 1530 do. do. A (1594)
1525 Kane, Mary Anne. and First Class C (1689)
1526 Kennedy, Eliza Jane. 1531 Richardson, Isabella.
1527 Obtained Second Class B (1604)

*. A Certificate has no legal value after the date of its expiration.
Education Office, ALEXANDER MARLING,
Toronto, 15th June, 1863. Registrar.

NORMAL SCHOOL.

The next Session of the Normal School will commence on the 8th of August. Application for admission should be made not later than the first week of the Session.

POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, must be pre-paid, at the rate of one cent, and be open to inspection, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post-office fine of nearly fifty per cent. for non-payment.

ASSORTED PRIZE BOOKS IN PACKAGES.

Selected by the Department, for Grammar or Common Schools, from the Catalogue, in assorted packages, as follows:

Package No. 1. Books and Cards, 5cts. to 70cts each.....	\$10
" No. 2. Ditto ditto 5cts. to \$1.00 each.....	\$16
" No. 3. Ditto ditto 5cts. to \$1.25 each.....	\$20
" No. 4. Ditto ditto 10cts. to \$1.50 each.....	\$26
" No. 5. Ditto ditto 10cts. to \$1.75 each.....	\$30
" No. 6. Ditto ditto 10cts. to \$2.00 each.....	\$36
" No. 7. Ditto ditto 15cts. to \$2.25 each.....	\$40
" No. 8. Ditto ditto 15cts. to \$2.50 each.....	\$46
" No. 9. Ditto ditto 15cts. to \$2.75 each.....	\$50
" No. 10. Ditto ditto 20cts. to \$3.00 each.....	\$56
" No. 11. Ditto ditto 20cts. to \$3.25 each.....	\$60
" No. 12. Ditto ditto 20cts. to \$3.50 each.....	\$66
" No. 13. Ditto ditto 25cts. to \$3.75 each.....	\$70
" No. 14. Ditto ditto 55cts. to \$4.00 each.....	\$76
" No. 15. Ditto ditto 25cts. to \$4.25 each.....	\$80
" No. 16. Ditto ditto 30cts. to \$4.50 each.....	\$86
" No. 17. Ditto ditto 30cts. to \$4.75 each.....	\$90
" No. 18. Ditto ditto 30cts. to \$5.00 each.....	\$90
" No. 19. Ditto ditto 35cts. to \$5.25 each.....	\$100
" No. 20. Ditto ditto 35cts. to \$5.50 each.....	\$120

Special Prizes, in handsomely bound books, singly at from \$1.05 to \$5.50. In sets of from two to six volumes of Standard Literature, at from \$3.00 to \$10.00 per set.

*. Trustees are requested to send in their orders for prizes at as early a date as possible, so as to ensure the due despatch of their parcels in time for the examinations, and thus prevent disappointment.

FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, SCHOOL PRIZE BOOKS, ETC.

SIR,—The [Trustees, or Board of Trustees, if in Towns, &c.] of the School being anxious to provide [Maps, Library Books, or Prize Books, &c.] for the Public Schools in the [Section, Town, or Village, &c.] hereby make application for the, &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to for Public

Schools. The selected are bona fide for the; and the CORPORATION HEREBY PLEDGES ITSELF not to give or dispose of them, nor permit them to be given or disposed of, to the teacher or to any private party, OR FOR ANY PRIVATE PURPOSE WHATSOEVER, but to apply them solely to the purposes above specified in the Schools of the, in terms of the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the Station of the Railway, addressed to

IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of,* this day of, 186—.

Amount remitted, \$.....

Trustees must sign their own names. { Corporate seal to be placed here.

To the Chief Superintendent of Education, Toronto.

NOTE.—Before the trustees can be supplied, it will be necessary for them to have filled up, signed and sealed with a PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the one hundred per cent. will be added to the remittance, and the order, so far as the stock in the Depository will permit made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of two dollars additional, have one engraved and sent with the articles ordered.

*. If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be NECESSARY FOR THE TRUSTEES TO SEND NOT LESS THAN five dollars additional for each class of books, &c., with the proper forms of application for each class.

The one hundred per cent. will not be allowed on any sum less than five dollars. Text books cannot be furnished on the terms mentioned above: they must be paid for in full, at the net catalogue prices.

TEACHERS' ASSOCIATION FOR UPPER CANADA.

TEACHERS and LOCAL SUPERINTENDENTS are respectfully reminded that the ANNUAL MEETING of the TEACHERS' ASSOCIATION OF UPPER CANADA, will be held in Toronto, on the 4th of August next, commencing at 10 a.m. Every possible effort is being made to make the meeting profitable and interesting.

WM. W. ANDERSON, Sec. T. P. A.

EXAMINATION OF COMMON SCHOOL TEACHERS. COUNTY OF YORK.

NOTICE IS HEREBY GIVEN, that an Examination of Common School Teachers and others, will take place on WEDNESDAY, the 26th day of August, 1863, at the COURT HOUSE, City of Toronto, at Richmond Hill, and at Newmarket, at 9 a.m. Candidates will be required to produce Certificates of moral character from their respective Ministers, and if Teachers before, from their respective Trustees.

JOHN JENNINGS, D.D.,

City Toronto, 6th July, 1863.

Chairman County Board.

Annual Announcement of

THE MEDICAL DEPARTMENT

Of Victoria College, also in Affiliation with the University of Toronto.

THE WINTER SESSION will commence on the 1st of October next, and end on the 31st of March following. It will be conducted as usual, under a full staff of Professors.

There will be a Preliminary Course for the benefit of the Junior Students, and the Rooms open for Practical Anatomy after the 1st of Sept. The Students can avail themselves of the advantages of the Toronto General Hospital and the Richmond Street Dispensary as usual.

Matriculation may be at the Pupils' option in the London Pharmacopoeia, or Gregory's Conspicua, or Caesar's Commentaries, or Sallust's Catalina, or any other Latin author.

The examination of candidates for graduation may be written and oral, or, if the candidate prefers it, entirely oral.

For further particulars apply to the Dean of the Faculty, the Hon. JOHN ROLPH, M.D., LL.D., 20, Gerrard Street, Toronto.

TERMS: For a single copy of the Journal of Education, \$1 per annum, back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each.

ADVERTISEMENTS inserted in the Journal of Education for 20 cents per line, which may be remitted in postage stamps, or otherwise.

All communications to be addressed to J. GEORGE HODGINS, LL.B., Education Office, Toronto.

LOVELL AND GIBSON, PRINTERS, YORK STREET, TORONTO.

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EXTRACTS FROM THE CHIEF SUPERINTENDENT'S ANNUAL REPORT OF THE NORMAL, MODEL, GRAMMAR, AND COMMON SCHOOLS OF UPPER CANADA, FOR THE YEAR 1862.

To His Excellency the Right Honourable Viscount Monck, Governor General, &c., &c., &c.

MAY IT PLEASE YOUR EXCELLENCY:

As required by law, I present my Report on the condition of the Normal, Model, Grammar, and Common Schools of Upper Canada for the year 1862.

FULNESS OF STATISTICAL INFORMATION.—ABBREVIATION OF DETAILS.

All the statistical tables have been prepared with the care and variety of detail which have characterized the statistical tables of my Annual Reports for previous years; but with a view to economy in printing, and, as has been recommended by the Printing Committee of the Legislative Assembly, I have omitted from this Report several of these tables and greatly abridged others.

PRACTICE OF OTHER COUNTRIES IN GIVING STATISTICAL INFORMATION.

In the Governmental Annual School Reports for Great Britain and Ireland, the statistical tables are numerous and very minute in their details; and the British Parliament and public demand the fullest information possible in regard to everything connected with the working of school systems to which they so largely contribute. In the State of Massachusetts also, where the school system has been long established, the statistical tables occupy a larger space than they have in my Annual Reports, while nearly twice as many and more than twice as voluminous reports have been annually printed

and circulated by statute than of the school reports for Upper Canada, though the number of schools and the number of pupils is greater in Upper Canada than in Massachusetts.

It is there, as well as in Great Britain, considered the best economy to prepare and circulate widely the most complete and detailed Annual Reports respecting the character and operations of their public school systems. I observe also that the last Annual Report of the Superintendent of Public Instruction in the State of New York is more voluminous and much more comprehensive and minute in its statistics than in former years.

NECESSITY FOR FULL INFORMATION ON EVERY BRANCH OF OUR SCHOOL SYSTEM.

It is under the influence of the same views that I have for years collected and presented in my Annual Reports the most varied and detailed statistics respecting the character and working of every part of our public school system, believing that such facts are the best answers to objections to it, and the knowledge of them one of the best means of strengthening and extending its operations.

It has been objected that comparatively few read the statistical tables when prepared and published. This is true; but it is also true that they are examined and discussed in each locality to which they refer, and it is the judgment of the comparatively few who take the pains to examine them that determines the opinion of the public in regard to the system itself. This is equally true of statistics on all subjects. They furnish the materials for careful legislators and public writers, intelligent municipal councillors and thoughtful individuals in every neighbourhood to form their judgment and direct their conduct in regard to the value and working of any system established in the country and supported by the public.

Nevertheless, I retain in this respect the most important statistical tables, and shall partially supply the omission of the others by giving a general summary of them in this textual part of my Report.

THE COMMON SCHOOLS.

I. TABLE A.—RECEIPTS AND EXPENDITURES OF COMMON SCHOOL MONIES.

Receipts.

1. The amount apportioned and paid by this Department from the Legislative Grant for salaries of teachers in 1862 was \$159,120, being an increase of \$2,088 as compared with the preceding year.

2. The amount apportioned and paid for the purchase of maps, apparatus, prizes, and libraries, upon the condition of an equal sum being provided from local sources, was \$8,850; decrease, \$294.

3. The law requires that each municipality, as a condition of receiving the Legislative Grant, shall provide by local assessment a sum at least equal to that received: but each can provide as large an additional sum as it shall judge expedient for the education of the youth of its jurisdiction. The amount provided by municipal assessment was \$274,471, being a decrease of \$3,613, though \$115,351 in excess of the Legislative Grant.

4. As the elected council in the municipality, so the trustees in the school section have authority to provide means for the support of the school or schools, by assessment, and also by fees on pupils, unless the rate-payers in public meeting decide in favour of a free school. The amount of rates levied by the trustees, in addition to the \$274,471 provided by the municipal councils, was \$620,268, being an increase of \$32,970.

5. Rate-bills are imposed on pupils where the schools are not free; so that the rate-bills decrease as the free schools increase, and vice versa; and the rate-payers at each annual school section meeting determine whether their schools shall be free during the year. The amount of rate-bills on pupils levied and collected during the year was \$73,850; decrease, \$9,022.

6. The amount received from the Clergy Reserve Fund and other sources was \$112,524: decrease, 17,851.

7. The amount available in 1862 from balances of 1861 was \$147,036; increase, \$10,566.

8. The total receipts for Common School purposes in Upper Canada for 1862 were \$1,396,123; increase, \$14,843.

Expenditures.

1. For the salaries of teachers, \$959,776; increase, \$41,663.

2. For maps, apparatus, prizes, and libraries, \$22,316; increase, \$1,511.

3. For school sites and building of school houses, \$114,719; increase, \$1,354.

4. For rents and repairs of school houses, \$37,960; increase, \$1,498.

5. For school books, stationery, fuel, and other expenses, \$97,219; decrease, \$5,452.

6. Total expenditure for all Common School purposes, \$1,231,993; increase, \$40,575.

7. Balances unexpended at the end of the year, \$164,130; decrease, \$25,731.

II. TABLE B.—SCHOOL POPULATION.—PUPILS ATTENDING COMMON SCHOOLS, AND IN THE DIFFERENT BRANCHES OF INSTRUCTION.

An Act still unrepealed requires the legal returns of school population to include only children between the ages of 5 and 16 years; but the law secures to all persons from 5 to 21 years of age the right of attending school as long as their conduct conforms to its rules and discipline; so that persons between the ages of 16 and 21 years have the same right to attend school, and upon the same terms, as persons in the same classes between the ages of 5 and 16 years.

1. The school population (including only children between the ages of 5 and 16 years) was 403,302; being an increase on the preceding year of 18,322.

2. The number of pupils attending the schools, from 5 to 16 years of age, was 324,818; being an increase of 14,923. The number of pupils of other ages attending the schools was 18,915; being a decrease of 1,108. The whole number of pupils attending the schools was 343,733; being an increase of 13,815.

3. The number of boys in the schools was 185,441; being an increase of 7,006. The number of girls in the schools was 158,292; being an increase of 6,809. Many more girls go to private schools than boys.

The number returned as indigent pupils was 5,092; being a decrease of 574. There is a gradual decrease of this class of pupils from year to year.

4. I refer to the table itself for the periods of the attendance of pupils, and the number in each of the several branches of study pursued in the Common Schools. There is an encouraging increase of pupils in all the higher branches of study, with the single exception of linear drawing.

5. The same table also shews that the number of children of school age reported as not attending any school was 42,314, being a decrease of 5,457, but still a startling and humiliating fact, which every consideration of humanity, patriotism, and religion should prompt all possible efforts to remove.

III. TABLE C.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.

1. According to the returns there are 4,406 teachers employed in the schools. Of these, 3,115 are male teachers, and 1,291 are

female teachers. They are of the following religious denominations: Church of England, 818; Church of Rome, 484; Presbyterians, 1,287; Methodists, 1,288; Baptists, 218; Congregationalists, 67; Lutherans, 32; Quakers, 22; Christian Disciples, 24; reported as Protestants, 67; other persuasions, 42; not reported, 57.

2. *Certificates.*—The number of teachers employed holding first class Normal School or Provincial Certificates was 201; holding second class Normal School Certificates, 278.* The number of teachers holding first class County Board Certificates was 1,191; holding second class County Board Certificates, 1,985; holding third class County Board Certificates, 620; unclassified, 128. The whole number of teachers holding certificates of qualification was 4,275.

3. The lowest salary paid any teacher in a County was \$80; the highest salary, \$600. The average salary of male teachers in a County, with board, was \$174—without board, \$265; of a female teacher, with board, \$132—without board, \$170.

In Cities the highest salary paid a teacher was \$1,300—the lowest was \$200. The average salary paid to male teachers was \$577—to female teachers, \$229.

In Towns the highest salary paid a teacher was \$900—the lowest, \$249. The average salary of male teachers was \$471—of female teachers, \$242.

In Villages the highest salary was \$800 and the lowest \$140—the average being \$410 for males and \$188 for females.

IV. TABLE D.—SCHOOLS, SCHOOL HOUSES, SCHOOL VISITS, SCHOOL LECTURES, TIME OF KEEPING THE SCHOOL OPEN.

Each Township, by the authority and acts of the Municipal Council, is divided into school sections of from two to four miles square. Each of these sections is intended for one school, or, at most, for two schools—one for boys, the other for girls, at the discretion of the trustees and local superintendent.

1. The whole number of school sections reported is 4,261; being an increase of 107. The number of schools reported as open is 4,104; being an increase of 85. The number of school sections in which there were no schools open, or which, if open, have not been reported, is 157; being an increase of 22.

2. The number of free schools reported is 3,111; being an increase of 208. The number of free schools has increased at the rate of from 200 to 600 a year since 1850, until now more than three-fourths of them are free, by the voluntary action of the rate-payers in each section separately, as the result of their own observation, experience, discussion, patriotism and annual vote.

The number of schools partly free is 876; being a decrease of 141. The number of schools in which a fee of twenty-five cents per month for each pupil is paid (the highest fee permitted by law) is only 117.

3. *School Houses.*—The whole number of school houses reported is 4,134, being an increase of 79; and of these 79, 34 are of brick and 27 of stone. Of the whole number of school houses, 483 are of brick, 329 of stone, 1,597 frame, 1,698 log, and 27 not reported. The number of freehold titles to school premises is 3,450; being an increase of 106.

4. *School Visits.*—By local superintendents, 9,368—decrease, 99; but exceeding on an average two visits to each school; by clergymen, 6,282—increase, 606; by municipal councillors, 1,859—decrease, 117; by magistrates, 2,005—decrease, 165; by judges and members of parliament, 598—increase, 282; by trustees, 19,958—decrease, 308; by other persons, 27,854—increase, 2,706. Total number of school visits, 67,924—increase, 2,905.

5. *School Examinations.*—The number of school examinations reported was 7,712—increase, 318; but not quite two on an average in each school.

6. *School Prizes.*—The number of schools in which prizes of books, &c., have been distributed as a reward and encouragement to meritorious pupils is 986—increase, 56.

7. *Recitations.*—The number of schools in which recitations of prose and poetry are practised is 1,559—increase, 23.

8. *School Lectures.*—By local superintendents, 2,905—increase, 174; but more than a fourth less than the number of the school sections, in each of which the law requires the local superintendent to deliver a lecture once a year; by other persons, 347—increase, 21. Whole number of lectures delivered during the year, 3,279—increase, 195.

9. *Time of keeping open the schools.*—The average time of keeping open the schools is 10 months and 28 days—increase, 4 days. In the State of Massachusetts the average time of keeping open the schools was 7 months and 18 days; in the State of New York, 7 months and 3 days; in the State of Pennsylvania, 5 months and 5½ days. This great advance of Upper Canada beyond any of the neighbouring States as to the length of time the schools are kept

* See Section XII, Table K., on page 116.

each year, is largely owing to the principle on which our Cool Fund is distributed to the several schools, not according to cool population, but according to the number of pupils taught, the length of time the schools are kept open—that is, according to the work done in each school section.

TEXT-BOOKS, MAPS, AND APPARATUS USED IN THE SCHOOLS.—THE BIBLE AND PRAYERS.

The series of National Canadian Text-Books (adopted and adapted from those of the Irish National Board) are now so universally used in our schools,* that the detailed table on this subject is repeated. It is worthy of remark that the text-books specially prepared and adapted for the Canadian schools are rapidly superseding those for which they were intended as substitutes.

On the adoption of the decimal system of currency in Canada it is felt that the National Arithmetics should be adapted to it. A task was undertaken by Mr. Sangster, the mathematical master of the Normal School, who has compiled both a large and small arithmetic, upon the plan of the National Arithmetic, ably improved and illustrated by examples taken from Canadian statistics. These arithmetics, published by the enterprise of Mr. Bell, are already used in 1,908 schools—being an increase of 782 schools during the year; while the use of the old National Arithmetic has decreased during the year to the extent of 734 schools.

The same remark applies to Mr. Lovell's Canadian Geography, compiled by Mr. Hodgins, and intended to supersede Morse's Geography, which had heretofore been permitted in the schools in the place of one better adapted for their use. The use of Morse's Geography has been discontinued in 703 schools during the year, while Lovell's Hodgins' Geography has been introduced into 818 schools—being now used in 1,864 schools.

The whole number of schools using maps is 2,965—increase, 1; the number of schools using globes is 1,017—increase, 91; the number of schools using blackboards is 3,526—increase, 184. The whole number of maps used in the schools is 21,976—increase, 1,309. The number of schools opened and closed with prayer was 76—increase, 196. The number of schools in which the Bible Testament is used was 2,922—increase, 43; being nearly three-fourths of all the Common Schools in Upper Canada.

VI. TABLE E.—THE ROMAN CATHOLIC SEPARATE SCHOOLS.

Number of Schools.—The number of schools reported is 109—same as that of the preceding year.

Receipts.—The amount apportioned and paid from the Legislative School Grant (according to average attendance as compared with that of the Common Schools in the same municipality) was \$396—increase, \$237.

The amount apportioned and paid for maps, apparatus, prizes, libraries, (upon the condition of an equal sum being contributed from local sources) was \$47—decrease, \$90.

Amount derived from local school rates on the supporters of Separate Schools (nothing being received from municipal assessments) \$12,931—increase, \$581. Amount derived from subscriptions and other sources, \$10,563—decrease, \$360. The whole amount derived from local sources was \$23,494—increase, \$221. The amount of the Legislative Grant for all Separate School purposes was \$7,883—increase, \$197. The total amount from all sources for the support of Separate Schools was \$31,379—increase, \$438.

Expenditures.

For payment of teachers, \$25,188—increase, \$659.

For maps, apparatus, prizes, and libraries, \$393—decrease, \$24.

For other purposes, \$5,797—decrease, \$196.

Pupils.—The number of pupils in the Separate Schools was 700—increase, 1,069. There was a reported decrease in the attendance in 1861 of 1,077. The increased attendance of 1862 brings it up to within eight of the attendance of 1860.

Teachers.—The number of teachers reported was 162—increase 15. Of these, 87 are male—increase 16; and 75 are female—decrease 1. Seventeen of the male teachers and forty of the female teachers are reported to be of some religious order.

The same table shows the subjects taught in the schools, and the number of pupils in each. It is pleasing to remark the increased number of pupils in the higher subjects of study, and the increase of 79 maps in the schools.

THE GRAMMAR SCHOOLS.

II. TABLE F.—NUMBER OF SCHOOLS, RECEIPTS, EXPENDITURES, PUPILS.

1. The whole number of schools was 92—increase, 6.

2. The amount of Legislative Grant and Fund apportioned and paid for salaries of teachers was \$39,111—increase \$2,418.

* These text-books are supplied to the schools by the various booksellers throughout the Province.

3. The amount of Legislative Grant apportioned and paid for the purchase of maps, apparatus, prize books, and libraries, was \$660—decrease, \$184.

4. *The Amount received from Local Sources.*—From municipal grants, \$16,774—decrease, \$670; from fees of pupils, \$20,220—decrease, 324; from balances of preceding year and other sources, \$13,324—increase, 3,688.

5. Total receipts from all sources for 1862, \$90,090—increase, \$4,926.

6. *Expenditures.*—For masters salaries, \$73,211—increase, 2,176; for building, rents, and repairs of school houses, \$7,502—increase, \$3,268; for maps, apparatus, prizes, and libraries, \$1,671—decrease, \$261; for fuel, books, and contingencies, \$3,858—decrease, \$49. Total expenditures for all Grammar School purposes during the year 1862, \$86,244—increase, \$5,135. Balance not collected and paid at the end of the year, \$3,846—decrease, \$208.

7. *Pupils.*—Number of pupils attending during the year, 4,982—increase, 216; number of pupils residing in the city, town, or village of the school, 3,561—increase, 186; number of pupils residing in the county of the school, 1,131—increase, 81; number of pupils sent from other counties, 290—decrease, 51; number of pupils reported as in the prescribed Grammar School subjects, 4,569—increase, 205; number of new pupils admitted during the year, 1,860—decrease, 99; number of pupils admitted by scholarships from Common Schools, 119—increase, 72. The same table shows by whom these scholarships have been established, and the fees per term in each school.

VIII. TABLE G., relating to the meteorological observations required by law to be kept by the head master of each Senior County Grammar School, requires no other remarks than those connected with the table itself,—which see.

IX. TABLE H.—Number of Pupils in the several subjects taught.

This table shows the number of pupils in each of the several subjects taught in the Grammar schools—in English, in Latin, in Greek, in French, in Mathematics, in Geography, (several divisions), in History, (several divisions), in Physical Science, (several divisions), in Writing, Book-keeping, Drawing, and Vocal Music. It appears that there were 4,872 in the different branches of English—increase, 264; in Latin, 2,258—decrease, 257; in Greek, 401—decrease, 44; in French, 1,462—increase, 87; in Mathematics, 4,778—increase, 223; in Geography, 4,412—increase, 303; in History, 4,050—increase, 245; in Physical Science, 2,949—increase, 198; in Writing, 4,291—increase, 148; in Book-keeping, 1,014—increase, 59; in Drawing, 539—increase, 156; in Vocal Music, 507—decrease, 25.

X. *The Table showing the Text-Books used in the Grammar Schools* is omitted in this Report, the text-books being for the most part the same as those prescribed by the official regulations, and mentioned in preceding Reports.

XI. TABLE I.—Table I. contains a return of the names, college, and degree of each head master, the date of his appointment, number of his assistants, salary, religious exercises of the schools, and the number of pupils who were matriculated at any university, or passed the Law Society, &c. &c. Of the hundred and thirty-one masters and teachers employed in the Grammar Schools, 45 were members of the Church of England, 46 were Presbyterians, 21 Methodists, 3 Baptists, 4 Congregationalists, 1 Roman Catholic, and 1 reported as Protestant, and 10 whose denomination was not reported. Seventy-seven of the schools were opened and closed with prayers. For further miscellaneous information, I refer to the table.

NORMAL AND MODEL SCHOOLS.

XII. TABLE K.—OPERATIONS OF THE SCHOOLS DURING THE YEAR 1862.

1. The year is divided into two sessions of five months each—the one beginning the 8th of January and closing the 20th of June; the other beginning the 8th of August and closing the 20th of December. The object of the Normal School is to train teachers to teach the subjects of a Common School Education. As, besides the preliminary education, persons are specially educated or trained to a trade or profession, and no one thinks of working as a mechanic, or practising as a physician or lawyer without a professional training, as well as a previous preparatory education; so the training of teachers for the profession of teaching, in addition to their preliminary education, is now considered a necessity in all civilized countries, and as such provided for. Most of the Normal Schools, both in Europe and America, provide for the greater part of the preliminary education, as well as the special professional training; but the Normal School of Upper Canada confines itself exclusively as possible to the special work of training teachers to teach. No inducements are held out to any one to apply for admission to it except those who wish to qualify themselves better for the profession of teaching. None are admitted without passing an en-

trance examination equal to what is required for an ordinary second class County Board Teacher's Certificate; nor is any candidate admitted except upon the declaration in writing that he intends to pursue the profession of teacher, and that his object in coming to the Normal School is better to qualify himself for his profession—the same declaration that is required of candidates for admission to Normal Schools in the neighbouring States. That such is the object of candidates generally is obvious from the fact that a large majority of them have been teachers before applying for admission to the Normal School. The statistical table shows this. For example, the number admitted during the first session of 1862 was 148, of whom 82 had been teachers. The number admitted the second session was 135, of whom 68 had been teachers. The number admitted during the first session of the current year was 123, of whom 84 had been teachers.

2. The Model Schools—one for boys and the other for girls, each limited to 150 pupils, paying 25 cents weekly fees each—are connected with the Normal School, are under the same oversight, and are taught by teachers trained in the Normal School. The teachers training in the Normal School, divided into classes, spend some time each week in these Model Schools, where they not only observe how a school should be organized and managed, and how the several subjects should be taught, but teach themselves, as assistants, and under the observation and instruction of the regular teachers of the schools.

3. TABLE K. presents a condensed statistical view of the operations of the Normal School from the beginning. All the Counties in Upper Canada have been represented in it. The number of applications for admission during the two sessions of 1862 was 341; the number admitted was 283. The number who (after an examination of several days, on paper, at the close of each session, on all the subjects taught, and as to their ability and skill in teaching and governing a school) received Provincial Certificates, was 191. Teachers from the Normal School have given a tone and character to Common School teaching generally; the demand for them increases yearly; and thus the influence of the Normal School is felt throughout Upper Canada in the improved methods of school organization and teaching, as well as in the qualifications, character, and position of teachers.

XIII. TABLE L.—OTHER EDUCATIONAL INSTITUTIONS IN UPPER CANADA.

An imperfect view would be formed of the state of education in any country if confined to its public primary and Grammar Schools. The Superintendent of Public Instruction in the State of New York presents annually a report of the private as well as the public educational institutions of that State. The number of colleges reported in Upper Canada is 13, containing 1,373 students, with an income from public sources of \$94,800, and from fees of \$33,750. The number of private academies and schools reported was 342 (increase 6), containing 481 teachers (increase 59), 6,784 pupils (decrease 577), with an income from fees of \$56,233—increase, \$10,839.

XIV. TABLE M.—FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATIONAL DEPARTMENT.—SUNDAY SCHOOL AND OTHER PUBLIC LIBRARIES.

1. The system of free public libraries is as follows:—A carefully classified catalogue of about four thousand works (which, after examination, have been approved by the Council of Public Instruction), is sent to the trustees of each school section and the council of each municipality. From this catalogue the municipal or school authorities desirous of establishing or improving a library, select such books as they think proper, and receive from the Department the books desired (as far as they are in print or stock) at cost prices, with an apportionment of one hundred per cent. upon whatever sum or sums they transfer towards the purchase of books. The libraries are managed by the local councils and trustees according to general regulations, as provided by law, by the Council of Public Instruction.

2. Since the severe commercial and financial depression through which the country has passed, the annual demand for library books has been less than in previous years, while the demand for prize-books in the schools (supplied upon the same terms as library books) has increased. The amount provided from local sources for libraries, during the year, \$1,636. The same amount has been apportioned by the Department for the same purpose. The value of library books supplied by the Department during the year 1862 was \$3,272. The number of libraries was 518—increase 37. The total value of library books supplied by the Department since 1855 is \$107,165, consisting of 198,843 volumes, on the following subjects: History, 35,057; Zoology and Physiology, 13,677; Botany, 2,544; Phenomena, 5,449; Physical Sciences, 4,249; Geology, 1,772; Natural Philosophy and Manufactures, 11,585; Chemistry, 1,413; Agricultural Chemistry, 750; Practical Agriculture, 8,331; Literature, 19,480; Voyages and

Travels, 15,464; Biography, 22,447; Tales and sketches—practical life, 54,283; Teachers' Library, 2,347; Total of Library Books: 198,843. To these may be added the prize-books, 99,576 volumes; making a grand total, of works supplied by the Department, of 298,424.

3. The number of Sunday School Libraries reported is 1,969, containing 301,719 volumes. The number of other Public Libraries reported is 369, containing 116,884 volumes. Total number of Sunday School and other Public Libraries, 2,856, containing 667,451 volumes, or nearly one volume for every two inhabitants (old and young) of the country.

XV. TABLE N.—MAPS, APPARATUS, AND PRIZE-BOOKS SUPPLIED BY THE DEPARTMENT TO GRAMMAR AND COMMON SCHOOLS DURING THE YEAR 1862.

1. During the year \$16,193 (one half contributed from local sources) had been paid for the purchase of 154 Maps of the World; 215 of Europe; 195 of Asia; 174 of Africa; 190 of America; 184 of Canada; 245 of Great Britain and Ireland; 138 single hemispheres; 163 Classical and Scriptural Maps; 317 other Maps and Charts; 29,760 (increase 2,829) volumes of Prize-Books, procured and awarded by local school authorities to meritorious pupils in the Schools.

2. Since 1855, there have been received from local sources in this branch of the Department, \$52,543, to which has been added the apportionment of an equal sum—making a total of \$105,087; by which means there have been sent out from the Department to the local school authorities applying for, and paying fifty per cent. on the cost price of them, 1,379 maps of the World; 2,155 of Europe; 1,772 of Asia; 1,608 of Africa; 1,871 of America; 1,952 of Canada; 2332 of Great Britain and Ireland; 1479 Single Hemispheres; 1287 Classical and Scriptural Maps; 3,300 other Maps and Charts; 1178 Globes; 12,698 other articles of School Apparatus; 99,158 Historical and other lessons in Charts; 99,576 volumes of Prize-Books.

3. The Maps, Globes, and various articles of School apparatus sent out by the Department, apportioning one hundred per cent upon whatsoever sum or sums are provided from local sources, are nearly all manufactured in Canada, and are better executed and at lower prices than imported articles of the same kind. The Globes and Maps manufactured (even to the material) in Canada, contain the latest discoveries of voyagers and travellers, and are executed in the best manner, as are Tellurians, Mechanical Powers, Numeral Frames, Geometrical Forms, &c.

All this has been done by employing competitive private skill and enterprise. The Department has furnished the manufacturers with the copies and models, purchasing certain quantities of the articles when manufactured at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School authorities. In this way new domestic manufactures are introduced, and mechanical and artistic skill and enterprise are encouraged, and many aids to school and domestic instruction, heretofore unknown among us, or only attainable in particular cases with difficulty and at great expense, are now easily and cheaply accessible to private families, as well as to public Municipal and School authorities all over the country.

4. It is also worthy of remark, that this important branch of the Educational Department is self supporting. All the expenses of it are reckoned in the cost of the articles and books procured; so that it does not cost either the public revenue or school fund a penny, beyond what is apportioned to the Municipalities and School Sections providing a like sum or sums for the purchase of Books, Maps, Globes and various articles of school apparatus. I know of no other instance in either the United States or in Europe, of a branch of a Public Department of this kind, conferring so great a benefit upon the public, and without adding to public expenses.

XVI. TABLE O.—THE SUPERANNUATED OR WORN-OUT TEACHERS.

1. The Legislature has apportioned \$4000 per annum in aid of superannuated or worn-out Common School Teachers. The allowance cannot exceed \$6 per annum for each year that the recipient has taught a Common School in Upper Canada. Each recipient must pay \$4 for the current year, or \$5 for each past year, since 1854, into the fund; nor can any teacher share in the fund unless he pays annually at that rate to the fund, commencing with the time of his beginning to teach, or with 1854 (when the system was established), if he began to teach before that time. If a teacher has not paid his subscription annually, he must pay at the rate of \$5 per annum for past time in order to be entitled to share in the fund when worn out.

2. Table 2 gives the age, services, &c. of each pensioner, and the amount of the pittance which he receives. 209 teachers have been admitted to receive aid from this fund; of whom 38 have died be-

fore or during the year 1862. The average of each pensioner in 1862 was 66½ years. Previous reports contain the names of the parties on whose testimony the application has, in each instance, been granted, together with the County of his residence. That part of the Table is omitted in this Report.

XVII. TABLE P.—DISTRIBUTION OF THE LEGISLATIVE GRANT, TOGETHER WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, TOGETHER WITH OTHER MONEYS PROVIDED BY MUNICIPALITIES AND TRUSTEES.

This table presents a complete view of all moneys which have been received and expended (and from what sources derived), and for what purpose, in common with the Normal, Model Grammar and Common Schools throughout Upper Canada. Here may be seen at a glance that this money has not been expended in any favoured localities, and how far it has been expended in the Counties, Cities, Towns and Villages. It appears that the people of Upper Canada provided and expended for Grammar and Common School purposes in 1862, \$1,518,433, being an increase on the receipts and expenditure of the preceding year of \$22,353. For details see the table.

XVIII. TABLE Q.—EDUCATIONAL SUMMARY FOR 1862.

Table S. exhibits the number of educational institutions of every kind (as far as the returns could be obtained), the number of pupils attending them, and the amount expended in their support. The whole number of educational institutions of every kind was 4554—increase 95. The whole amount available for educational purposes was \$1,703,216—increase \$33,192.

XIX. TABLE R.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN UPPER CANADA FROM 1842 TO 1862, INCLUSIVE.

This table contains all the statistics I have been able to obtain, illustrative of the progress of each branch of education in connection with all the educational institutions of Upper Canada since 1842.

XX.—THE EDUCATIONAL MUSEUM.

Nothing is more important than that an establishment designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries, and every possible agency of instruction—should in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit.

While the schools have been so established and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the country, as well as many from abroad, have been rendered as attractive and complete as the limited means provided would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what is being done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of training the minds and forming the taste and character of the people. It consists of a collection of school apparatus for Common and Grammar Schools, of models of agricultural and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal museums of Europe, including busts of some of the most celebrated characters in English and French History; also, copies of some of the works of the great masters of the Dutch, Flemish, Spanish, and especially of the Italian, schools of painting. These objects of art are labelled, for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated, "that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is, at the same time, strongly expressed, that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desirable, even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaele and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of the school grants, for the purpose of improving school architecture and appliances, and to promote arts, science and literature by means

of models, objects and publications, collected in a museum in connection with the department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears from successive reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds, in drawing, painting, modelling, &c.

A large portion of the contents of our museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the museum has been found a valuable auxiliary to the Schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated the visits again and again; and I believe the influence of the museum quite corresponds with what is said of that of the Educational museum of London.

XXI.—INSPECTORS' REPORTS OF GRAMMAR SCHOOLS.

In Appendix B. will be found the General Reports of the Inspectors of Grammar Schools for the year 1862—papers worthy of an attentive perusal, and to which I need not add anything on the subject to which they so practically and earnestly refer. The Rev. Mr. Ambery has failed to present a report similar to that which has been furnished by the other two Inspectors—the Reverend Dr. Ormiston and the Rev. Mr. Checkley.

It is to be deeply regretted that Dr. Ormiston's health has compelled him to retire from his official connexion with our system of public instruction, a field of labour which he has occupied during years with distinguished ability and ardent zeal: The whole country will lament the absence of his welcome periodical visits, which he made no less interesting and useful to the public by his eloquent addresses than he did to the schools by his special examinations and affectionate counsels. I am sure I express the wish of hundreds of thousands when I pray that Dr. Ormiston's health may be speedily re-established, and that he may long live to be, as he has been, an honour and a blessing to the country.

XXII. EXTRACTS FROM THE REPORTS OF THE LOCAL SUPERINTENDENTS OF COMMON SCHOOLS.

1. Appendix A. contains extracts from the Reports of Local Superintendents of Townships, Cities, Towns, and Incorporated Villages. It is to be regretted that no explanatory or suggestive remarks have accompanied the returns from several Counties, Cities, and Towns. It may be assumed that what is stated in the extracts given is applicable to all the municipalities.

2. It has been objected in some instances, but I think without due consideration, that the publication of these extracts from local reports is needless, and an incumbrance to my Annual Report. On the contrary, I think they form a most important and useful part of it. They are the language, not of the nominees of the Educational Department, but of persons appointed and paid by the local elected municipalities, and state, from personal observation and experience, the working of the school system; its difficulties and defects; and express sentiments which more or less prevail in different sections of the Province. The value attached to such extracts in countries similarly situated, and even where the school systems have been long established, may be inferred from the fact that in the last Annual Report (for 1862) of the New York State Superintendent of Public Instruction, containing 412 pages, 304 pages of it are devoted to extracts of local reports from Counties and Cities; and in the Massachusetts School Report for the same year, containing 463 pages, 284 pages are occupied with extracts from local reports, though relating to schools of fewer pupils than those attending the schools of Upper Canada.

3. These extracts from local reports, which I have given without partiality, as is clear from their diversity of sentiment, exhibit the inner and practical life of the people in several respects—especially in the new settlements—as well as that of the school system; the nature of the obstacles to its operations from various causes, from newness of settlements and poverty in some instances, from indifference and ignorance in others; and the noble way in which the people generally exert themselves, under many difficulties, to educate their children, together with the growing success of their efforts. The different working and results of the same system in different Townships, Cities and Towns, show how far the obstacles to its progress arise from any defects in the system itself, or from the disposition, intelligence, or circumstances of the people, and of their elected trustees.

4. These extracts from local reports clearly show the local voluntary character of the school system—like the municipal system, a power given to the people to manage their own affairs in their own

way, spending or doing much or little for the education of their children, as they please, while the Educational Department is an aid to prompt and facilitate their exertions, and a special help to those who endeavour to help themselves in the great work which lies at the foundation of the country's freedom and progress.

THE SCHOOL SYSTEM.

1. In my Report for 1857 I discussed at large the principles of our Common School System. In that Report I explained the nature of the provisions in regard to "Religious Instruction in the Public Schools," and answered the objections which had been made to this feature of the system. No new objections have since been started, and the old ones have been seldom repeated.

2. In the same Report, I discussed the provisions of the law in regard to Separate Schools; and while I expressed my regret that the principle of Separate Schools had been introduced into the law in 1841 (at the time of the union of Upper and Lower Canada) and my belief that they were an injury rather than a benefit to the Roman Catholics themselves, I assigned seven reasons why I thought those provisions of the law should be retained. I have since seen no reason to change or modify the views then fully expressed.

3. In the same Report I compared the principles, workings, and results of the elementary school system of Upper Canada with those of the systems which have been established in Great Britain and Ireland.

4. In my Report for 1860 I compared the ten years' progress of the Common Schools in Upper Canada with that in the States of Massachusetts, New York, and Pennsylvania.

5. I think it, therefore, needless to discuss in this report any of the principles involved in our public school system. As it is in the power of each County, City, Town, and Incorporated Village to continue or not continue the school system—as it was to adopt or not adopt it—the municipalities may be left to judge and act for themselves. The only aid given by the Legislature is the Annual School Grant—given only until the process of the sale of public lands shall constitute a moderate School Fund. But, in the state of Massachusetts, the School Fund amounted in January, 1862, to a capital of \$1,588,263. The amount raised by taxes for the support of Public Schools, including only wages, board, fuel, care of fires, and School-rooms \$1,500,501. The "amount paid for the Superintendence of Schools and printing School Reports \$51,948." The Massachusetts School law requires each Township to raise by tax one dollar and fifty cents for each person between five and fifteen years of age as a condition of sharing in the income of the State School Fund, amounting as yet to only \$93,500. The "sum raised by taxes for the education of each child in the state between five and fifteen years of age, per child" was six dollars and a fraction. The population of Massachusetts in 1860, was 1,396,091. In the State of New York, the population was, in 1860, 3,851,563; in 1862 the amount apportioned from the State Common School Fund was \$320,000; the amount of State School Tax was \$1,086,977; the amount of local School taxes was \$2,068,057; the amount of rate-bills in rural districts (the schools in Cities and towns are all free) was \$407,009. "For payment of salaries of School Commissioners" (or Local Superintendents) \$56,000. The expenses of the State Normal School and the State Education Office are paid out of the Public Revenue, and not from the School Fund. The States of Ohio and Illinois (especially the latter) present still more remarkable statistics of State income, State and local taxation for school purposes; but the statistics here given may be sufficient to satisfy those who wish to compare the taxation and working of our school system with that of the principal neighbouring states.

6. The Common School law being now settled, no one proposing to change any feature of it, or advocating the repeal of the Separate School law, it only remains for the Legislature to remedy the defects in the Grammar School law.

7. The steady progress which the School system has made, irrespective of the occasional depression of agriculture, trade and commerce, the wide dimensions to which it has attained, the various aids to the improvement and extension of its operations, the sensitiveness and jealousy with which the people at large view any possible infringement of its principles or integrity, and the liberality and zeal with which they have availed themselves of its facilities for the education of their children, encourage the hope, under the Divine blessing, for the future advancement and prosperity of Upper Canada.

I have the honour to be,

Your Excellency's most obedient,

humble servant,

(Signed,)

E. RYERSON.

Department of Public Instruction
for Upper Canada,
Toronto, July, 1863.

II. Papers on Education in Upper Canada.

1. OTTAWA GRAMMAR SCHOOL—FREE SCHOLARSHIPS.

At a late meeting of the Trustees of the Grammar School, the following important resolutions were passed. Too much praise cannot be accorded to the Board for its well directed efforts to increase the usefulness of the institution:—

1. "Free Scholarships, four in number, shall be established in the Senior Grammar School of the County of Carleton at Ottawa City and shall be open to male children of deserving parents of limited means, residents of the county or of the city, (orphans or children deprived of one parent only, to be considered as having prior claim). In all cases of applications for these scholarships, the circumstances of parents, parent or guardian, wishing to take advantage of this privilege, shall be thoroughly investigated by a committee of two of the School Trustees, who shall report to the Board thereon, and the admission of the applicant shall thereafter be determined by vote of the majority of the Trustees, present at any regular session of the Board, the applicant having been previously furnished with a certificate from the Principal of the school, that he has passed such an examination as will entitle him to rank as a Grammar School pupil, it being distinctly understood that no child be admitted to the junior department under this method, as the Common Schools of the City and County are open, free of fees, to all wishing to avail themselves of preparatory education."

2. "There shall also be established two competitive Scholarships, which shall be awarded to successful candidates at the commencement of each autumnal session. These scholarships shall entitle the holders thereof to free tuition in all the branches of Grammar School education for two years, and shall be open to pupils of the Common Schools of the City and County generally. The candidates must be provided with satisfactory certificates of good conduct from their previous teacher, and shall be subjected to examination by the Principal in reading and writing, spelling, general history, English grammar, geography and arithmetic, in questions therein either written or printed. The comparative excellence of these 'examination papers' will be the test whereby a committee of two of the Trustees and the Principal, in all three, will be able to decide which candidates, in case there are three or more, are most proficient; or whether one or both, in case of there being one or two only, are deserving of the scholarship thus tendered."

It was furthermore reported to the Board that four of the pupils had very recently obtained first class certificates as Teachers from the Board of Education in this city.—*Ottawa Citizen.*

2. TEACHERS' RESIDENCES.

Many persons, upon reading the heading of this article, will wonder what it means; however if they will be patient for a few moments and read on they will understand it. A certain writer says: "The public lecturer is exerting an extensive influence for good; and as he goes, a stranger, from place to place, he has no fears to speak of existing abuses, and though he may severely reprove those before him for their neglect, yet they cannot take offence; and, soon after, streets are cleaned and paved, shade trees set out, churches, town-houses, and lecture-rooms are repaired, and the village undergoes a thorough reformation."

"The press is feeding thousands of minds. It affords amusement and pleasure in the parlor, exciting thought, and gives to the tongue freedom to express the half-formed ideas. At times it causes the tears to flow in common, and again a general burst of joy; shows unity of feeling, thus increasing understanding between kindred spirits. It gives comfort to the sick chamber, carries happiness to the home of poverty, bidding labour and hope. Its fruits are not lost in the railway station, in the cabin, nor does it fail to make a child more wise and thoughtful, and the aged to experience again the glow of youthful feeling."

"The influence of the ministry, with its hallowed associations, the fruits it yields here, and the promises of a hereafter, cannot be estimated. But the teacher's privilege is superior to that of the lecturer, the press, and the ministry; for he can pour into the unbiased minds of others his treasures of knowledge, reflection, and experience—he can win the child, and through him send truth to the conscience of the parent with conviction and acceptance."

After reading this extract, few persons will say that the teacher is not a very important person: a person, in fact, whom every one should respect and honour.

Few persons, however, ever give a thought as to how the teacher lives. Let us go to whatever section of the country we please, and we will find it the almost universal custom of the teacher to board out; hence it does not seem so singular, that "teachers' residences" are seldom thought of.

Every one knows that, if the schoolmaster be a single man, he would require no residence, except he wanted to get the "better half." But every one also knows, that if he be a married man, he will want a residence, and that, too, in a particular place, (i. e.,) in the vicinity of the school-house. In our rural sections, however, it is very seldom that such a residence is to be found; either there are no houses at all vacant, or else those that are vacant are too far from the school-house to suit the teacher. We get parsonages built for our ministers in the vicinity of the respective churches where they officiate; and should we not also have a respectable residence for our school teachers in the vicinity of their respective schools?—Our pastors minister to our spiritual wants one day out of seven, while our school teachers minister to the educational wants of our children five days out of seven; they minister to those wants which, when supplied, are to fit our children to hold responsible and influential positions in society.

Some who read this may say "what is the use of putting up a residence for a teacher, when we do not know how long he will stay with us?" I would answer such a person in this way: If you have a teacher who is a thoroughly competent person, and who gives general satisfaction, give him a good salary, and do everything in your power to make the vicinity of the school pleasant to him. Depend upon it a good teacher is always the cheapest. If he be a married man, and you think he is worth having, provide a comfortable home for him at the expense of the section, which will also be the property of the section, and there is no doubt he will stay as long as you wish. If you have not a competent teacher, get one, and place him in such a position as will cause him to stay: "There is no place like home." If this be done I feel satisfied that the teacher would take a far greater interest in the progress of the pupils, and the school would be no loser by the change.

How few of those who look around and smile upon their own happy homes, think of the schoolmaster who toils every day with those same happy children, whose smiles shed a brilliant lustre around the family circle!

How few ever let their thoughts wander far enough to think whether the teacher lives in a pig-stye, a log-house, a cottage or a castle? And should this be the case? Should the man who is engaged in the noble, and I may say, glorious work of moulding the unbiased minds of our children, be considered such a mere myth as not to be worth a thought as to how he passes his existence? I imagine I hear every conscientious man, and woman, too, who reads this, say: "We certainly should think more of our school teachers' welfare;" It is not enough, however, to lean back in your chair and say: "we certainly should think more of our teachers' welfare;" but put your shoulder to the wheel and do what you can for him. Let the trustees of the sections where there are good teachers (married men) call a meeting of the rate-payers of their respective sections, to take into consideration the best method of getting up a neat "Teacher's residence." Let some wealthy farmer in the vicinity of the school house give a small piece of ground upon which to build a house for the teacher; it will be for a good cause, and you will never miss it. If this can not be done, get up a subscription list, and let each of the Ratepayers give according to their means; and if this be done, I for one will warrant that each school section which takes the business in hand, will, before the end of a year, rejoice in having a Teacher's Residence.—*Correspondent of Woodstock Times, July 31.*

3. LEEDS AND GRENVILLE SPELLING PRIZE.

We cordially recommend the adoption of spelling matches, similar to the following, between the different schools in sections, townships, or counties: "The contest for the spelling prize, open to all scholars in these counties, took place on the 4th ult. in the Victoria School House, Brockville. The examination was conducted by the Rev. Mr. Smith, Local Superintendent; the scrutineers were Messrs. Dunlop, Maher, Kinney, and Bigg. After an arduous contest of six hours' duration, the prize, a quarto Worcester's Dictionary, was awarded to Fanny Holmes—one of the pupils, we learn, of the Victoria Common School of Brockville. Miss Holmes did not make a single mistake during the examination. Next to her stood Lucy Webster, a pupil of the same school, who only made one mistake, and to whom another copy of Worcester's valuable dictionary was also presented by the agent of the publishers, Mr. Smith, who chanced to be present at the examination. We understand that matters were conducted at the contest with the strictest impartiality by the superintendent, and for which he was complimented by Mr. Maher and other gentlemen. After a vote of thanks to the Rev. Mr. Smith, and another to Mr. Smith, of Boston, for his additional prize (made by Mr. McCullough, Chairman of the Board of Trustees) the business of the day terminated."—*Brockville Monitor.*

III. Papers on Practical Education.

1. A FEW HINTS ON SPELLING.

As spelling constitutes one of the chief studies in our schools, and one which is pursued through nearly all the grades, it is evidently recognized as one of no small importance. Moreover, the practical necessity of spelling is felt by all after their school days are over, whatever may be their occupation in life; and yet how often do we find errors in spelling even over the signatures of teachers themselves.

It is true that much of the misspelling which is so common is to be attributed to the anomalous structure of the language itself; but there is no doubt that there would be much less were a more rational system of teaching this branch more generally in vogue.

To apply the common sense principle to this (as it should be applied in teaching all branches,) the intelligent teacher should ask himself—*Ad quid?* To what end? What is the purpose or object of learning to spell? It will not certainly be said: "In order to speak correctly," for many pronounce very correctly words which they are unable to spell. What then? Why, to *write correctly*, will be the reply. The word *spell*, in our English sense, is used in few languages besides. In other European languages instead of saying "How is that word spelled?" they say "How is it *written*?" "It is *written* in such a way." Here we have almost the sole practical use of spelling—that is, knowing the letters which compose a word and their arrangement. Naming aloud the letters, as a guide to pronunciation, must be admitted to be a very poor one in our language. Oral spelling should be chiefly, if not entirely phonetic—analyzing the spoken word into its component sounds. Orthography, which means the science of *writing correctly*, should be taught mainly by the use of the pencil or the pen. I need not enlarge upon this point, as your thoughtful readers, who will reflect upon the subject, will, I think, acknowledge the correctness of these principles and readily see their practical application.

There is one other matter in connection with this subject which I propose to notice. It is the practice of assigning to children for a spelling lesson some words of whose meaning they have not the most remote idea, and others for which they may have no practical use in a lifetime. Now, assigning words whose meaning and use are unknown, is, according to the principles already laid down, scarcely less unreasonable than it would be to assign French or Italian words. These words may be learned for the recitation, but they will not be long remembered. The order of nature is that the *word itself* be first known—its spelling or orthography afterwards. And that a word may be properly understood, a mere definition does not always suffice. Its use must be illustrated, and here the value of dictation exercises is manifest. I would commence with words of familiar use—word which children use themselves, and which they will frequently be found to misspell, and thus proceed from the known to the unknown.

But I have already, I think, occupied enough space for a *short* article, and must therefore close for the present. I would be glad if this little communication would be the means of drawing out something from wiser and more experienced pens upon a very practical and interesting subject.—*OMEGA in California Teacher.*

2. FIRST STEPS IN TEACHING GEOGRAPHY.

One of Her Majesty's Inspectors of Schools says that, "the difference between competent and incompetent teachers is in no respect more apparent than in their mode of giving a geographical lesson: with one it is a barren catalogue of hard names, a string of printed answers to questions learnt by heart, but not understood; with the other, not only is the faculty of observation brought into active exercise, but reflection, memory, and imagination at the same time." The term geography, is derived from two Greek words, "Ge," the earth, and "grapho," I write. By it is therefore meant a written description of the earth, both physically and politically considered. The object of the geographical tutor is therefore to introduce to his pupils (so to speak) and make them familiar with, not only their own immediate district and country, but also each and every country in the world. The first steps in teaching geography to young children should be chiefly taught by comparison and contrast. The pupils' attention might be directed, in the first place, to the sun's course during the day—from this they would learn the cardinal points. The pupils might now be introduced to, and requested to describe, the natural scenery in their immediate neighbourhood—hills, valleys, lakes, rivers, trees, and plants. In noticing the hills near to their homes, and therefore familiar to the children, the teacher might elicit their shape and general appearance, whether rocky and bare, or in pasturage—and contrast the fertile fields, on their sides and at their base, with their

less rich summits. Proceeding to rivers—their source—length, with increasing depth and breadth, the character of the soil along their banks, the uses to which the river is applied by man, turning the wheels of mills, boating and fishing, might be drawn from the children. Again, climate might be taught by contrasting a fine summer's day with a day in winter—pointing out, not only the effect of each upon man, but also upon the face of nature. The summer's day—warm, a clear sky, and the trees, plants, and flowers in all their glory. The winter's day—dark, cold; the ground covered with ice and snow, and all nature, with but few exceptions, to all appearance dead. And so we might proceed with other geographical subjects. As the minds of the children expanded, other countries might be introduced to their notice. The mountains and rivers of the vicinity might be contrasted, and compared with any of the other mountains and rivers in the world. A fine summer's day would give to the children a fair idea of the tropical regions: a winter's day, of the polar regions. The children would at once comprehend the fact of the beauty and luxuriant vegetation of the one, and the bleak, desolate, and sterile character of the other. When this stage had been arrived at, the notice of the children might be directed to maps. A map, or plan of the schoolroom, and its contents, might be roughly sketched upon a black-board: thence we might proceed to sketch a map of the surrounding district, and finally of a country. The children should in each case be permitted to reproduce these maps on paper, and afterwards to plan districts without any assistance. By this method, the nature and uses of maps will be best taught.

"Over the map my finger taught to stray,
Cross many a region marks the winding way,
From sea to sea, from realm to realm I rove,
And grow a mere geographer by love."

INCA, in *Pupil Teacher*.

IV. Papers on Education in other Countries.

1. RAGGED SCHOOL IN EGYPT.

"Moslem girls will not come to school; you are sure to fail." Such was the dictum again and again repeated when the intended effort was spoken of. "Among Copts," it was said, "some chance of good might possibly be expected; but Mohammedan girls, and of the lowest class, too—it was certain to fail!" Even a native gentleman, educated in England, echoed nearly the same thing that had been said (both at home and here) by Europeans, though he cordially wished success to every project that had for its end the good of his country. "They do not wish for education in the lowest class," said he, "especially for girls who are, as you know, looked on as inferior beings altogether by Moslems. Besides, if you collected a few, who would come from curiosity, some bigot would soon frighten away the children, and tell the parents you wanted to make Christians of them."

"We shall tell them, then, that we cannot make Christians—no human being can. In Ireland the priests have cleared our schools again and again by threats and persecution; but the children soon return, and when they find it useless they give up the point. The Word of God has a marvellous power in itself, and one point in our favor is that the Moslem religion does not forbid the reading of our Scriptures."

"True," he replied; "they even speak of them with respect, though maintaining that Christians omit a part of the Gospel which alludes, as they pretend, to Mohammed. But as to a school"—and here followed an enumeration of a whole host of difficulties and hindrances to such an undertaking. We could only reply, "Time will show."

Perplexed, but not in despair, the little room was made ready in spite of all. The poor Syrian family who occupied the lower part of the house (and whose eldest girl, though but thirteen, was to be my sole teacher and assistant), took a lively interest in the affair, and their children helped to nail up a few prints, and texts in Arabic, the latter written out fair by the father for that purpose. A work-basket was stocked, and alphabet cards provided (nothing more was needed to begin with, benches and tables being unnecessary for an Egyptian school). All was ready except the pupils; how to procure them was the problem.

Our servant had been sent to ask some of his wife's friends to send their daughters, and though a devout Moslem, he seemed to take an interest in the novel concern, and promised to spare no eloquence, (that is to say, he told us he would talk "plenty.") Meantime, I, my little teacher, and her mother, looked as anxiously out at the windows as if listening for some one's chariot-wheels. The good woman hailed the old seedman opposite, who was just eating his breakfast with his three young daughters, and in most conciliatory tones asked him to send Gadiga and her sisters to learn

to read and work. "But we are Moslems, and don't want to learn," was the reply, given in a most sullen voice.

It was necessary to go out into the highways and urge them to come in. The matron, therefore, assumed her white veil, and we set out together, and went first into the street, and then into the lane, near the house, where girls of all sizes appeared to be a plentiful article. Every woman we met we stopped and accosted in a friendly way, and then began to speak of the intended school, and urged her to send her children. Some laughed and passed on, others said, "Very good," and at last we returned with the promise of several girls, feeling quite triumphant and thankful.

As we re-entered the house, a woman, wearing a quantity of coral and silver ornaments, though otherwise poorly dressed, came in with us; she was accompanied by a nice-looking child, of nine or ten years old. She was invited in with the customary salutation, "Be welcome!" and after throwing back her burko, or black crape face veil, she began to pour forth a volley of words, of which all I could make out were, that her child was timid and afraid to stay, but she would send her to-morrow. Here was disappointment! The first fish seemed just hooked, and now it was escaping the fisher's hands! However, I reassured the child by caresses and kind words, and they went away, promising again to return (which they did the next day); and I heard it reported afterwards that the woman had said, approvingly, "She kissed my child!" And she did send her next day, but at the time I could not be sure the promise would be kept. Presently, however, two little girls, about eight years old, trotted in, followed by their respective mothers, and I think their grandmothers also, for several women of different ages and degrees of rags came in, and there was a great deal of unveiling, and saluting, and chattering. At last the grown-up children departed, and two little scholars, with two Syrian children (sisters to the young teacher), were established on the mat, and were soon joined by several more, till at length by about ten o'clock, we had nine pupils seated in a semi-circle—all Moslems! No recruiting sergeant was ever half so pierced with a handful of future soldiers, for it was beating up for recruits for the Lord! Each was now asked her name in turn, and then who had made her, to which the elder ones replied, "Allah." Several little ones said, "Mohammed."

The first verse of the Bible, "In the beginning," &c., was then repeated to them, and they were taught to say it, first each one by herself, and then altogether. This was the beginning of instruction for them, poor children! The young teacher was too inexperienced to be able to explain it, so I did what I could in that way; and then we both set to teaching the five first letters of their difficult alphabet, till they seemed to be getting tired; they were then allowed a rest, and afterwards a singing lesson was commenced.

The neighbours might have supposed a set of cats to be the pupils, if they listened to the distant sounds which the first attempt at a gamut produced; but, as the proverb says, "Children and fools should not see things half done." Three months later a stranger visiting the school was delighted at the sweet singing of the hymns! The mewling and squeaking were nearly forgotten by that time.

The children were delighted when the work-hour arrived, the real inducement to most of them and their mothers having been the needlework. Perhaps the teachers were not sorry when every little brown middle finger was supplied with a new thimble, and they could sit down for a few moments. No one who has not tried it can conceive the difficulty of teaching those who have not only no wish to learn, but no idea of what learning is, or what possible good is to be gained by all this trouble; and, of course, the strain upon the mind is greatly increased when one's knowledge of the language is very limited indeed.

The children all took willingly to sewing; indeed, they had many times in the course of the forenoon thrown down the cards, and cried out, "The work! give us the work!" The English needles and scissors gave much pleasure, and were eagerly examined by some mothers and elder sisters who paid visits to the school room in the course of the day, to see what the foreigner was doing with their little ones; for, if ignorant, they were usually very fond parents. Some brought bread, bunches of raw carrots, or some such dainty, and, after giving it to the children, would squat down on the mat to watch the proceedings. Of course it did rather interfere with business, but it will not do to strain a new rope too tight, and, besides, Eastern manners are unlike ours, and I thought it wisest never to meddle with them, unless some real evil was in question.

Though ragged and dirty, the children had not in general the starved looks of too many scholars in our beloved country; nor do ragged clothes and dirty faces imply such a degree of poverty as with us. In the higher classes, a child is often intentionally kept dirty to avoid the evil eye; and, perhaps, this feeling may have given the idea that ragged clothes were no disgrace. In the country villages, a blue cotton shirt is the unvarying costume of boys and

girls, the latter having the additions of a veil, the former of a cotton cap. But, in the city, dress is more varied, and most of the scholars wore colored print trousers and little jackets, or some other article; they look much as if the contents of an old clothes-man's bag had been scattered over them at random, as there was not one of the nine in whole or well fitting garments. Still, when (between coaxing and a little manual aid) the young faces were all washed clean, they were not a bad-looking circle: several had very pretty features—the soft, black eye of Egypt has great beauty and they all have white and even teeth.

On the second day we had fourteen scholars. As they entered each kicked off her slippers, if she possessed any, at the door, (I think more than half had some kind of shoe,) and then went up to kiss the hand of the superintendent and lay it on her head; both which processes became pleasanter when cleanly habits had come a little into fashion! One little thing was led in by an elder sister, a fine, tall girl, about fourteen or fifteen, wearing the common blue cotton garment, with its limp drapery, and a pink net one within it, and what resembled some one's table cloth upon her head. This was *Shoh*!—a name almost impossible to render correctly by writing, except by a note of admiration, to imply the sudden stop of the sound; it signifies "Ardently loved!"

We did not know at this time that *Shoh* was married, and only supposed she thought herself too old to come to school, though manifestly wishing to do so. She came in and out, listening and smiling; at last, about noon-day, again returned, bringing an infant brother, in a very dirty condition, riding on her shoulder, and a quantity of oranges in the end of her veil. These last she poured into my lap, being a present to shew her good-will, and at almost the same instant the baby was adroitly lowered from the shoulder and popped upon the floor, with a bit of sugar-cane stuffed into his little hand; while *Shoh* planted herself triumphantly on the mat at my feet, and, seizing an alphabet-card, began repeating "Alef-beh" in an undertone.

The love of learning, or curiosity to see and hear something new, had conquered matronly dignity, and from that time she paid frequent visits to the school.—*Miss Whately's "Ragged Life in Egypt."*

2. THE GIRARD COLLEGE, PHILADELPHIA.

The number of applicants for admission into the Girard College has been greatly augmented by orphanage occasioned from the deaths of our citizens since our national strife. As orphanage is one of the consequences attendant on battles, earnest efforts should be made to give to such orphan-made youths an early participation in the benefits of the college. This class is increasing. Its cause of growth is existing. The number of applicants on the list for admission on the 31st of December last was one hundred and forty-one. This number has accumulated for over two years. On the 1st of January, 1848, the Girard College was formally opened. From that period to January 1st, 1862, there have been admitted nine hundred and seventy-three pupils, or equal to sixty four and a half each year. Of these nine hundred and seventy-three, twenty died, ninety-six were dismissed, and sixty had their indentures cancelled. During these 15 years, one hundred and fifty-six pupils have become of age, who were apprenticed as required by the will of Mr. Girard. Of these one hundred and fifty-six apprentices, twenty-three absolutely absconded from their masters, thirteen left their masters owing to various causes, and one hundred and twenty served out with credit their term of apprenticeship. Thus we have one hundred and twenty pupils as the ascertained successful result of fifteen years of experimental effort; or, one hundred and twenty pupils educated, apprenticed, and of age, and thus creditably and successfully prepared by the college for the practical duties of life.

The gross income of the Girard estate since the opening of the college, and the fund expended in the same period for repairs to buildings, the support and education of the pupils, and the average number, are here given:—

	Income.	Av. No. Pupils.	Sum Ex.
1848.....	\$158,992 58	300	\$55,064 46
1849.....	147,786 03	300	44,100 00
1850.....	176,960 39	300	66,431 81
1851.....	144,756 18	300	61,794 14
1852.....	156,308 30	295	60,512 37
1853.....	177,013 37	295	63,309 76
1854.....	191,396 85	300	71,402 37
1855.....	188,754 96	300	81,754 84
1856.....	194,487 09	300	82,963 33
1857.....	191,420 96	295	83,173 42
1858.....	190,774 31	350	81,949 38
1859.....	186,492 10	325	85,762 25
1860.....	186,833 05	340	80,943 53
1861.....	172,581 60	375	81,547 49
1862.....	131,552 74	400	73,247 72

On February 12, 1862, date of last catalogue, there were four hundred pupils in the college. From that date to the 31st of December, 1862, there were fifty-nine pupils admitted; making the whole number for the last year four hundred and fifty-nine.

Thirty-eight pupils have been apprenticed during 1862. There are now on trial, previous to being apprenticed, eighteen pupils.

Ten pupils have been dismissed from the college since January 1, 1862, indentures of three cancelled, and none have died, leaving, on the 31st of December last, four hundred and eighty pupils in the college.

In the ranks of the Federal army there have been found, and now are, many former pupils of this college. One of these young heroes lies buried within the enclosure of the college cemetery.

The will of Stephen Girard devised to the city of Philadelphia, in trust, two millions of dollars, the income to be devoted "to provide for such number of poor male white children as can be trained in one institution, and obtain a better education, as well as a more comfortable maintenance than they usually receive from the application of the public funds."

The college buildings and grounds were transferred to the directors of the Girard College November 13, 1847, having cost the sum of \$1,933,821.78.

The college, out-buildings, and grounds which comprise what is called "Girard College," are monuments of munificent liberality, unrestricted expenditure, and the influence of a cultivated aesthetics.

3. HOSTILITY OF AMERICAN SCHOOL BOOKS TO BRITISH INSTITUTIONS.

Miss Jones (a teacher in the Home and Colonial School Society London) who was two or three years since engaged by the Board of Education in Oswego to establish a training school in that city, has on her return to England thus referred to the character and tendency of American school books in a paper published by the Society. Before I conclude, I must advert to one thing which gave me much pain during my stay in America, where in other respects, my school relations were truly happy. The books on history, habitually studied by the children in the schools of New York and Pennsylvania, are written in a spirit decidedly hostile to this country. It seems to be the aim of the writers to perpetuate an ancient grudge. These books are remarkable for the number of incidents connected with the War of Independence, which they narrate discreditable to the character of the British. I found no school-books of History without more or less of this evil. Admitting the statements to be true, is it not equally true that at this moment both Northerners and Southerners have similar discreditable tales to tell? Will it be wise after this melancholy war is over to dwell on events which appear inseparable from the curse of war? I have a strong impression that much of the unfriendly feeling which now exists in America against this country is to be traced to these school-books. Early ideas are lasting. I should hope a reform will soon take place, and that, at all events, the precedent will not be followed, either in the North or South, by those who write the history of the present war for the rising generation. Why should feelings of unchristian bitterness be fostered between nations of the same blood?

M. E. M. JONES.

V. Papers on Classical Subjects.

1. CHARM OF THE CLASSICS.

The classics possess a charm quite independent of genius. It is not their genius only which makes them attractive; it is the classic life—the life of the people of that day; it is the image only to be seen of our highest natural powers in their freshest vigor; it is the unattainable grace of the prime of manhood; it is the pervading sense of youthful beauty. Hence, while we have elsewhere great poems and great histories, we never find again that universal radiance of fresh life which makes even the most common place relics of classic days models for our highest art.—*Temple.*

2. DISCOVERIES OF ANTIQUITIES NEAR ALEXANDRIA.

A letter from Alexandria, Egypt, published in the New York Post, describing the progress of the works on the Suez Canal, contains the following interesting items: "They have just been laying what is called an American railway between here and Ramleh, a seaside suburb of the city. The excavations have disinterred a large quantity of remains of the era of the Ptolemies and the Romans; massive substructions of brick and stone, long and well preserved Roman granite blocks, like the Russo pavement, marble and granite pillars, mutilated busts and statues, big water pipes in good order, a foot and a half in diameter, etc. The extent of the old city's rubbish is vast. I can well believe Pliny, who says that

the circumference of Alexandria was fifteen miles, including a population of over 600,000. The Saracen captain who burned the big library said he could not describe its richness and beauty, that it had four thousand palaces, four thousand baths and four hundred theatres and places of amusement. Even the Romans only placed it second to their great capital, the eternal city. About two years since an underground chapel of the second or third century was found here, hewn from solid rock. It was evidently designed for secret funeral services. It has a passage with a row of catacombs on each side. There was a wall covered with a stone. At one end of the chapel, opposite a catacomb passage, the wall was scooped, and a stone bench was cut out, evidently for the priest, behind whom was painted, in rude Byzantine style, a picture of the Lord's Supper. On other parts of the wall were full length portraits of the apostles and prophets, and over all the paintings were crabbled Greek inscriptions, mentioning the subjects. In one place, I observed, it was a passage from the Evangelists. The Arab stone-hewers who discovered the chapel were about breaking it up for building materials, when the Russian Consul-General, as the representative of the Greek Church, interfered and saved it, though considerably damaged. In fact they have almost obliterated the features of the portraits. This chapel, which has been opened since the guide books were published, is not generally known by travellers. It is in the same hill as stands Pompey's Pillar.

3. POMPEIIAN DISCOVERY AT NAPLES.

A Naples letter has the following: "A very interesting discovery has just been made by M. Fiorelli, the inspector of the excavations at Pompeii. While digging at a depth of from eight to ten feet, the pick-axe struck into a little mass of coins and jewels. M. Fiorelli then continued the excavation with the greatest care, removing the earth grain by grain, and after some hours' labour, was rewarded by the discovery of the hardened ashes of the perfect mould of a man in a lying posture, the skin of which had dried up, but the skeleton remained intact. M. Fiorelli caused plaster of Paris to be poured into the form of the Pompeian, and the casting succeeded perfectly, with the exception of two fragments of an arm and a leg, where the mould was incomplete. The cast of the man is of the greatest precision; the moustache, the hair, the folds of the dress, and the sandals are admirably defined. The famous question of the *Thesaurum* of Gronovius and Grevius is now decided: the Romans did not wear drawers. Also, archaeologists will be delighted at discovering the manner in which the ancients fastened their sandals, and at seeing the heel of a shoe completely protected with iron.—*Galignani*.

VI. Papers on Natural History.

1. THE HONEY-BEE.

Imagine a man sailing down the Mississippi, and being without provisions, put ashore, with the information that provisions were to be had somewhere a few miles off, but that he must return to the ship by a certain hour, otherwise he would be left behind. The condition would be trying to human ingenuity. In the absence of any positive guidance, he would most probably get up a tree or ascend a hill to take a survey of the country. Having espied the town, he would then have to find the nearest way to it, and find his way back in time for the steamer.

Wonderful as this might appear in your case, in the bee such a feat would be nothing unusual, and it is one which its instincts enable it to perform without the slightest difficulty. . . . In Egypt, as well as many other countries, including France, it is a common practice for bee owners in whose vicinity there is not a sufficiently rich pasturage for their winged flock, to intrust their hives to the care of boatmen, who make a trade of transporting great numbers from place to place down the rivers, resting by day, in order that the bees may sally forth in search of honey, and continuing their course at night. The bee accomplishes its object by means somewhat similar to those we suggested to yourself under the like circumstances, but with far greater accuracy. No sooner does it quit the hive in this strange locality, than it mounts in the air, and having attained a sufficient eminence, flies off at once in the right direction, guided by its unerring instinct.

This instinct also serves on its return to the hive; and although it may not be permitted to sojourn in the same locality two days together, yet it goes and comes apparently without any more difficulty than we ourselves feel in departing from or returning to our homes during the daily performance of our duties.

Of course, it is the insect's wonderful sight which enables it at once to recognise the distant pasture ground. The South American condor soars up in the air some ten miles above the level of the sea,

and looks down upon an area equal to that of all Germany, in which he can detect any mass of carrion, and swoop upon it.—Thus also does the bee, with its eye of 3,500 distinct lenses.

By the antennæ, the bee communicates with other bees in a surprising manner. So long as these organs are uninjured, the insect seems to enjoy perfect sanity; but when these organs are destroyed, it seems "beside itself," and has "lost its senses."

If one of the antennæ be removed from a queen, it does not appear to affect her, but if both are cut off, she seems in a delirium, deprived of all her instincts; everything is done at random, yet the respect and homage of the workers towards her are undiminished, though received by her with indifference.—*Blackwood's Magazine*.

2. A FEW WORDS ABOUT FURS.

It is said that London is the fur market of the world, although the climate of England is such that they are but little used.

Russian sable is the most valuable of all furs, and the skins are exceedingly scarce.—The prices paid for them are enormous. In this city a set—tippet, muff, and cuffs—to from one thousand to three thousand dollars. The sable for lining one of the emperor's cloaks, exhibited at the world's Fair in 1851, was valued at \$5,000.

One kind of the Russian sable is called silver sable, on account of the long white hairs which are conspicuously mingled with the dark brown, which is the usual colour. This commands a very high price, partly from its rarity and partly because it cannot be imitated as readily as the brown. The peculiarity of this fur is its great softness, and the length and heaviness of the hair.

The Ermine has a value of its own from its delicacy and beauty, although it is not a very expensive fur—not nearly as much so as the Hudson Bay Sable, which ranks next to Russian. As the Hudson Bay Company take their skins very far north, they are often very nearly equal in elegance to the Russian, although they cost rather less than half the amount which is given for their near relation.

The American sable is taken south of the dominions of the Hudson Bay Company. It stands third in the list of furs.

Next are the mink and the stone martin.—For the last few years fashion has given a value to the mink which it formerly gave to the stone martin. It has no equal for durability, and in appearance is eminently respectable—sufficiently elegant for all ordinary purposes, and has the advantage of never looking too well for the plainest dress. It varies very much in quality. The most valuable skins have long, dark hair, and are quite soft.

In selecting furs of any kind always look for white hairs, which in the natural skins are scattered here and there, as they are a security against dyed furs. French sable means an inferior fur dyed to imitate a valuable one. It is very poor economy to purchase them. The Fitch and Siberian squirrel are much used, and are just as useful for warmth and fully as durable as any other, and are much less expensive.

For sleigh robes the black bear is highly valued. The white fox is very elegant, and so is the black fox, which is a Canadian fur, and highly valued in Europe. Raccoon skins and muskrats are commonly used, and answer very well, but are not as comfortable as those which have longer and heavier fur. The old buffalo robe which formerly stood so high, has lost its place and is almost entirely discarded; but it certainly had merits of its own which its more shewy successors has not attained.

3. DISSOLUTION OF SILK.

In reference to the communication of M. Persoz on this subject to the Academy of Sciences, M. Ozanam has written to the Academy stating that ammoniate of copper (Schonbein's liquor) is not only a solvent of cotton and cellulose, but also of silk; but while it requires only a short space to dissolve cotton, it needs several hours—varying from three to twelve—to dissolve silk, according to the quantity and proportions employed. He states that he has left wool more than fifteen days in contact with the ammoniate of copper without its undergoing the least modification in its texture of resistance. Here is, then, a simple means of recognizing in one operation a triple tissue of cotton, silk and wool. The solution of silk, M. Ozanam states, is susceptible of many useful applications.

4. A SUBSTITUTE FOR THE POTATO.

There has been introduced into Belgium, through the means of a distinguished member of the Belgium Society of Agriculture, a new kind of esculent root, a substitute for the potato, which is remarkable for possessing the triple advantages of flavor, abundance, and facility of preservation. An English journal says that it is a variety of the plant called *charden*, which is a sort of thistle, and if so it

can claim no kindred with the potato. All the thistles and their congeners have tap roots, but from the description given of this we infer that it produces tubers like the potato. The blossom is of a pale violet colour, and does not fructify. A field of one acre of third class quality, lightly manured, produced 32,000 kilogrammes, about two pounds eight ounces the kilogramme, of uniformly sound roots. The crop was dug out on the 12th of October last, and its enormous product has excited great interest among Belgium farmers.

VII. Biographical Sketches.

No. 32.—HON. ANDREW JEFFREY, M.L.C.

It is with very sincere regret that we have to announce the death of the Hon. Andrew Jeffrey. This mournful event took place on Monday morning last, the 27th ult., at six o'clock. "Mr. Jeffrey was born at Swinton, Berwickshire, one of the border counties of Scotland, in the early part of the year 1800, so that he was in the 64th year of his age. He came to Canada in the year 1819, Kingston being his first place of residence. In 1820, however, he removed to Cobourg, and has ever since remained one of its most upright and respectable inhabitants. In the year 1852, he filled the office of Mayor, with credit to himself and advantage to the town. In the same year he was elected President of the Board of Trustees of the Northumberland and Durham Savings Bank and continued to hold that honourable position to the time of his death, a period of eleven years. In 1859, he was appointed one of the five Commissioners of the Town Trust, and filled the office with honour, performing all its responsible labours with characteristic assiduity and integrity. In 1860 he was raised by united votes of both Conservatives and Reformers to a seat in the Legislative Council as the Representative of the Newcastle District. In this honourable and responsible position he gained the universal esteem of his brother Legislators."—*Cobourg Star*.

No. 33.—WILLIAM CRAIGIE, ESQ., M.D.

To-day it becomes our painful duty to record the death of another old and valued resident of this city, who has gone from amongst us full of years, but in the midst of his usefulness. We know of no man who ever enjoyed a larger share of public esteem in this community than Dr. William Craigie, and we are sure that no one could have lived a more blameless or useful life. For the greater part of twenty years he resided in this city, and was identified with its advancements in many ways. Although he had a good practice as a physician, he found time to aid various objects,—chief among which were the Mechanics' Institute, of which he was long a director, besides being a member of the Upper Canada Board of Arts; and the Horticultural Society, which he organized. His labours in behalf of these objects were incessant, and he spared no pains in furthering their interests. Dr. Craigie was born on the 11th of March, 1790, at Blenaboth, in the parish of Towle, Aberdeenshire, Scotland. He came to Canada and settled at Ancaster, in 1834, and removed to Hamilton in 1845. He studied for the medical profession at Marischal College, Aberdeen, and the Universities of Edinburgh and Dublin,—taking degrees in all. While practising in his native country, he had the patronage of the last Duke of Gordon, and stood deservedly high as a practitioner. The doctor was a ripe scholar,—probably one of the first in Upper Canada,—and held a high position as a scientific authority in meteorology, botany, horticulture, and agriculture. His efforts as a meteorologist have for many years been chronicled monthly in these columns; and he frequently lent assistance to a journal of science published in connection with the Smithsonian Institute, at Washington. As a member of the Board of Arts, his labours were of the most valuable character; and the Gore Mechanics' Institute is greatly indebted to his exertions. As a physician and surgeon, the loss of his large and extensive experience will be widely felt. His kindness of heart and generous disposition rendered him a favourite; and no member of the profession could have been more esteemed by his patients. The loss of one so universally respected will be deeply felt, and no one has departed from among us who could have created a greater void. He had enjoyed remarkably good health—in fact was seldom, if ever, known to be ill; but last winter he had a severe attack, from which he never completely rallied. He went about, however, and was almost as active as ever through the greater part of this summer; but a few weeks since he had a return of the malady, which finally obtained the mastery of him, and he died yesterday afternoon.—*Hamilton Spectator*, Aug. 11.

No. 34.—JAMES WRIGHT, ESQ.

It is our painful duty to announce the demise of James Wright, Esq., in the 65th year of his age, one of the early settlers near

Guelph. Mr. Wright was born in Dennington, in the county of Suffolk, England, on the 19th November, 1796, and emigrated to Canada in 1832. He married in 1821; and brought with him to this country, eleven years after, Mrs. Wright and eight children, and immediately settled upon a farm in Paisley Block, on which he resided till the day of his death. Before the introduction of our present admirable system of municipal government, he took an active part in the old District Councils, and frequently served as a commissioner on the county roads, through whom its most important functions were performed; and after the introduction and passage of Mr. Baldwin's Municipal Bill, he was time and again elected Councillor and Reeve for Guelph Township, and on several occasions promoted to the Wardenship of the district containing the townships now comprised in the Counties of Wellington, Waterloo, and Grey,—a position which he occupied with credit to himself and benefit to the community. After the separation of Waterloo and Grey from Wellington, he was elected Warden of this county; and was also selected as arbitrator to settle pecuniary difficulties between the Counties of Grey and Simcoe, and of Waterloo and Wellington respectively. Especially did Mr. Wright take a deep and lively interest in the development of the local resources of this county; and to him may be attributed, in a great measure, the introduction of the construction of county gravel roads. It was he who propounded the idea of constructing the Brook Road, which enterprise gave Guelph its first impetus towards becoming a town of some note. In 1851, Mr. Wright ran in the Conservative interest against Mr. A. J. Fergusson, for the representation of the county in parliament, and was only beaten by a small majority. Mr. Wright took a lively interest in the agricultural associations of the vicinity—striving to render them efficient and productive of practical good. On the demise of the late lamented Mr. Harland, Mr. Wright was appointed Secretary and Treasurer of the South Riding Agricultural Society, which office he held till his death. He also originated and successfully established a Mutual Insurance Society for the Township of Guelph, in which association also he held the office of Secretary and Treasurer.—*Guelph Herald*.

No. 35.—THE MARQUIS OF NORMANDY.

The death of the Marquis of Normandy, K.G., took place on the 28th ult., at Hamilton-lodge, South Kingston. His illness assumed a serious aspect on Monday, and in consequence his brother, Sir Charles Phipps, and other near relatives were summoned to London. The Right Hon. Constantine Henry Phipps, Marquis of Normanby, Earl of Mulgrave, Viscount Normandy, and Baron Mulgrave of Mulgrave, county York, in the peerage of the United Kingdom, Baron Mulgrave of New Ross, county Wexford, in the peerage of Ireland, was the eldest son of Henry, first Earl Mulgrave, by Martha Sophia, daughter of the late Mr. Christopher Thomson Maling, of West Herington, county Durham. His lordship was born 15th May, 1797, consequently the deceased nobleman was in his sixty-seventh year. He married 12th August, 1818, the honorable Maria Liddell, eldest daughter of Thomas Henry, first Lord Ravensworth, by whom (who survives her husband,) he leaves issue an only son, George Augustus Constantine, Earl of Mulgrave, now governor of Nova Scotia, who will inherit the title and estates. Intelligence of the Marquis of Normanby's demise was forwarded by telegraph to the Queen at Osborne, a few hours after the sad event.

No. 36.—SIR CRESSWELL CRESSWELL.

It is with much regret that we have to record the death of the Right Hon. Sir Cresswell Cresswell, the estimable and learned Judge Ordinary of the Court of Probate, Divorce, and Matrimonial Causes which took place on the 30th ult., in consequence of a fall from his horse. The deceased Judge was educated at Emmanuel College Cambridge, and called to the bar at the Middle Temple, in 1819. Having won for himself the rank of King's Council in 1834, and led the Northern Circuit with an ability which acquired him high reputation, Mr. Cresswell was, in 1837, elected to the House of Commons as member for Liverpool. He continued to represent that great commercial community till 1842, when, by the Government of Sir R. Peel, he was appointed one of the Justices of the Common Pleas and invested with the rank of knighthood. Since his elevation to the bench, Mr. Justice Cresswell has given signal proofs of his accuracy, his acuteness, and his quick wit. He was the fourth son of Francis Easterby, Esq., of Blackheath, who, on marrying an heiress of John Cresswell, Esq., of Cresswell, took the surname of that ancient Northumbrian family. In the year 1858, after the passing of the bill abolishing the old Ecclesiastical Courts of Doctor's Commons, with regard to probate of wills, divorce, and matrimonial causes, and substituting a special and exclusive jurisdiction for those cases, Sir Cresswell Cresswell was appointed by

Lord Cranworth as the most fitting person on the judiciary bench to fill the office of Judge Ordinary of that court, and by special Act he took rank and precedence next to the Lord Chief Baron.—*London Globe*.

VIII. Miscellaneous.

QUEEN VICTORIA AND THE BIBLE.

An African prince once sent costly gifts to Queen Victoria, requesting her in return to tell him the secret of England's greatness. The Queen gave the Ambassador a beautifully bound copy of the Bible, and said, "Tell the prince that this is the secret of England's greatness."

Rich gifts were borne from o'er the wave,
Where Afric's summer smiles;
A treasure rare the monarch gave,
The queen of Britain's isles.

He saw the stately palace walls
With pictured beauty rare,
And stood within the royal halls
A wondering stranger there.

"Oh, tell me how our wealth may change
To splendors such as these,
And I will bear the secret strange
To lands beyond the seas.

"Our skies are fair—our mountain streams
In golden ripples flow;
Oh, bright the crystal current gleams
When diamonds flash below!

"The sea-breeze wins a breath of balm
In summer's sultry hours,
When sweeping o'er the fragrant palm,
Or floating 'mid the flowers—

"The cocoa shadows where we rest—
The acacia and the vine—
Oh, why is not our land as blest
As this fair realm of thine!"

She counted not her armies o'er,
Who, proud her rule to own,
The English flag in triumph bore
To honour and renown:

Nor her proud ships, whose spreading sails
Swept ocean's farthest foam,
While southern winds and northern gales
Were wafting treasures home:—

She had a volume richly bound
Its golden clasps between,
And thought not of the wealth around
That shone for England's queen.

"Take this; these precious leaves unfold,
And find what gems are there;
There's wealth beyond the purest gold
Within its pages fair.

'Tis this makes blest our English homes,
Where peace and quiet reign;
This is the star to him who roams
Upon the land or main.

"This is the secret of our fame:
To praise the King of kings—
Adoring his most holy name,
Our land its homage brings.

"Tis He that gives the wealth we win,
This Word that makes us free—
Our life and blessing it hath been—
Thus may it be to thee."

Laurel Brook, March 11, 1863.

JULIET.

2. ANECDOTE OF THE QUEEN.

Mr. S. F. B. Morse relates in the *New York Journal of Commerce* this anecdote of Queen Victoria of England:—"I was in London in 1838, and was present with my excellent friend the late Charles R. Leslie, R.A., at the imposing ceremonies of the coronation of the Queen in Westminster Abbey. He then related to me the following incident, which I think may truly be said to have been the first act of her reign: When her predecessor, William IV., died, a messenger was immediately dispatched by his Queen (then become by his death Queen Dowager,) to Victoria apprising her of the event. She immediately called for paper, and indited a letter of condolence to the widow. Folding it, she directed it 'To the Queen of England.' Her maid of honour in attendance, noticing the inscription said: 'Your Majesty, you are Queen of England.' 'Yes,' she replied, but the widowed Queen is not to be reminded of the fact first by me.' This, indeed, is but one of the many incidents illustrative of that delicate consideration for the feelings of others for which she is personally distinguished. We can no longer wonder at that manifestation of enthusiasm which the mere mention of the name of their Queen excites in the English breast. It is not so much the throne as the personal character of its incumbent which gives to English loyalty its strength and beauty, although in the present case both position and character, doubtless, unite to intensify the sentiment."

3. BALLAST HEAVERS ADDRESS TO THE QUEEN.

English papers state that an unique address to Her Majesty has been presented by the London ballast heavers. It seems that the late Prince Consort took a good deal of interest in the condition of these men, and secured for them some important benefits. They celebrate what they call their "deliverance" from their old state of subjection to "river-side publicans and middle-men" by an annual feast on the Queen's birth-day, and it was on the sixth of last month that they drew up the address. In this singular document they tell in their own simple way all that the Prince did for them, and they "would be very glad" if the Queen would give them a "framed engraving" of his "kind and earnest face" to hang up in their waiting and reading room provided for them through the influence of his Royal Highness. The portrait, they say, would serve the double purpose of a memorial of their benefactor and of a "reminder that we, in our humble way, should strive to be, as husbands, fathers and men—what he was." "We hope" they apologetically conclude, "your Majesty will excuse our boldness in asking this favor; but we feel that we may speak to our Prince's wife. The Queen's reply to this touching address was conveyed to the ballast heavers by Sir Charles Phipps in a note addressed to Mr. Furnival. It is dated Windsor Castle, June 12, and is as follows:—"My Dear Sir,—I have the honour to lay before her Majesty the Queen, the address from the ballast heavers of the port of London, which you have forwarded to me for presentation. Her Majesty has been deeply touched by this spontaneous testimony to the active benevolence of her beloved husband; and amongst all the tokens of sympathy in her grief, which she has gratefully received from all classes of her people, no one has been more gratifying to the Queen, and no one more in harmony with her feelings, than the simple tribute from these honest hard-working men. I am commanded to request that you will assure the ballast heavers that the interest in their welfare so usefully displayed by him whose life was employed in endeavouring to benefit the people of this country, is fully shared by her Majesty, and that her Majesty rejoices to hear of the happy change in their moral and social condition. The Queen has the greatest pleasure in complying with the request contained in the address, and has ordered two prints of the Prince Consort, one in uniform, and one in ordinary dress, to be framed and presented to be hung in the room in which the ballast heavers wait; to these her Majesty has added one of herself, as the Queen would wish, in the remembrance of these grateful men, to be associated with the memory of her great and good husband, whose virtues they have so highly and justly appreciated."

4. POWER OF LITTLE WORDS.

"Come on Sunday," said an elderly gentleman to a little boy three and a half years old; "come on Sunday, for I am home all day, and want to see you."

"Why, do you stay at home all day on Sunday?" said little Tom.

"Yes," said the old man, "don't you?"

"No; I go to church twice, and so does papa. It is wicked not to go to church if you are well."

It was only a little word, only a little voice that uttered it; but it went home to that man so old in sin, and it told him how wrong he was, and what a sinner he was. Sunday came, and how aston-

ished his wife and children were to hear him say he was going to church! and ever afterward he was seen at the head of his pew.

Remember little Tom, and that you are never too young to speak a word for God, never too small to help others to love Christ.

5. RAILWAYS OF THE WORLD.

A laborious and interesting statistical article on this subject appears in the *Engineer* of the 3rd instant, from which we select a few results. The actual extent of railway now open throughout the world is probably about 70,000 miles; and the capital expenditure nearly one billion one hundred and seventy millions sterling. This vast sum has almost wholly been raised and expended within twenty-five years. The share of this immense capital which this country and its colonies have expended appears to be upwards of four hundred and seventeen millions sterling; and the miles of open railway on which it has been expended amount to 14,277. On the continental railways, four hundred and seventy-six millions and a half sterling have been expended on 22,692 miles of open railway. On the North and South American continents, exclusively of the British possessions, about two hundred and fifty-seven millions and a quarter sterling have been laid out on 32,102 miles open railway. India is included of course with the British possessions. Thirty-four millions and nearly a half sterling have been expended in India on 1,408 miles of open railway; and upwards of twenty millions and a half in Canada, on 1,826 miles of open railway. Nearly ten millions have been already expended in Victoria on 183 miles of open railway; but in such cases as those of Victoria and India, works in progress are included in the expenditure named. France has expended upwards of one hundred and eighty-four millions and a half on 6,147 miles of open railway; Prussia, forty-four millions and upwards on 9,162 miles of open railway; Austria, forty-five millions and a quarter on 9,165 miles; Spain, twenty-six millions on 1,450 miles; Italy, twenty-five millions on 1,350 miles; Russia, forty-three millions and upwards on 1,289 miles; Belgium, eighteen millions on 955 miles; Switzerland, ten millions on 600 miles; Egypt, four millions on 204 miles; the United States, one hundred and ninety-three millions and a half on 22,384 miles; the Confederate States, nearly forty-nine millions on 8,784 miles; Brazil, five millions on 111 miles and others in progress; and so on.—*Builder*.

IX. Educational Intelligence.

CANADA.

—**TEACHER'S PROVINCIAL CONVENTION.**—The annual convention of the Teachers' Association for Upper Canada was opened on the 4th inst., in the Temperance Hall. At the last meeting of the Association it was decided to hold the convention this year in Kingston; but in consequence of the apparent apathy of the teachers in that city, the decision was reconsidered and the council determined to change the place of meeting to Toronto. Mr. Luak of Oakville, was called to the chair in the absence of the President, Prof. Wilson. The minutes of the last meeting which was held in Hamilton, were read by the Secretary and adopted. A letter of apology was read from the President of the Association. Several other letters of apology were read to the Association. At this stage of the proceedings it was discovered that there was no quorum present; and that the acts of the convention would have no legal effect. Mr. Alexander moved "That the Association, if considered as such, adjourn till nine o'clock to-morrow morning; and that we forthwith resolve ourselves into a public meeting."—Carried. On the suggestion of Mr. Wm. Anderson, of Toronto, a discussion took place on the question:—Is corporal punishment in schools beneficial to the interests of the pupils? Mr. Anderson proceeded to speak on the question, and argued that although he was of opinion that the rod should be used as sparingly as possible, yet he would not favor dispensing with corporal punishment altogether, because the very fact of the pupils being aware of the power of the teacher to exercise his authority, would have a salutary effect upon their conduct. Mr. John Connor, of Niagara, supported the views advocated by the previous speaker. He had never known but one teacher, and that a female, who could manage a school without the use of the rod. He opposed, however, to dispense with corporal punishment, but that it should be used in moderation. Mr. Lowry, of South Wellington, spoke at length upon the question, and said that he had too much of the "milk of human kindness" in his breast to use the whip on his pupils, when he could do without it. Mr. E. J. Barrett, of Wellington, thought that a school could be conducted while the teachers had the power of inflicting corporal punishment, but he could not say whether such could be done in case the teacher had not the power

to inflict such punishment. He had been able to dispense with corporal punishment in his school altogether; and the way in which this state of conducting the school was, that he had always sent the unruly pupils to be chastised by his parents. Mr. McGann, of Toronto, strongly advocated the wisdom of conducting a school by showing kindness to the pupils, but to be firm and decided in enforcing the commands of the teachers. Mr. Glashan, of Shakespeare, also expressed himself in favor of inflicting punishment as little as possible. Mr. Alexander, of Newmarket, said that as the teacher was the recognized parent for six hours in the day, it would be more judicious to chastise the pupils when the rules may be violated than to send them home to their parents to be punished. Mr. Pearson, of Harrington, said that in conducting a school, teachers would have to steer between two extremes—that of severe punishment on the one side, and being too lenient on the other.

The Teachers' Convention was resumed in the Temperance Hall, Temperance street, at nine o'clock, August 5th, the proceedings being opened with prayer. Mr. Alexander, Newmarket, introduced the subject of "Truancy—its influence and remedy." Mr. Connor, of Niagara, said that in his opinion the cause of truancy among pupils lay chiefly in the ignorance of the parents. The habit of insubordination in the children was one great cause of this evil which existed in the schools. He thought it would be wise to take an hour from each day's teaching to visit the parents. Mr. McGann said he never had many cases of truancy; whenever a child was absent from school he invariably visited the parents to inform them, and cited cases he had met with during his experience in teaching. Mr. W. W. Anderson, of Paris, said there could be little difference of opinion as to the influence of truant playing. His plan was to send home a boy the next time he would enter the school after playing truant, and invariably require him to bring a note from his parents excusing his absence. Miss St. Remy asked what plan Mr. Anderson adopted when the parents were unable to write. Mr. Anderson said, in his school they prepared a number of tickets with the words "absent half a day." A number of these tickets were sent to each parent unable to write, one of which might be sent to the teacher in case of absence. Mr. Irwin thought the fault in cases of truancy was in the teacher. He never had any trouble in his school. Instead of this he frequently had known parents to come to the school and take their children home, because they would attend in spite of their parents. Mr. W. Anderson of Toronto, said that truancy was a crime for which punishment should be inflicted by the parents and not by the teacher. It was, he thought, the duty of the parents to send the scholar to school and that of the teacher to instruct him when there. He would always inform the parents of the absence of the child. Mr. Nichol, of Burford, thought others were to blame besides teachers and parents. In some districts the schools are uncomfortable; the seats and desks so badly arranged that he did not wonder that children would dislike to be confined in them during six hours in the day. Mr. Moyer, of Haldimand, made a few remarks in a strain somewhat similar to those of the previous speakers. Mr. Alexander of Newmarket, moved, seconded by Mr. J. B. McGann, "That Mr. Connor and the mover be a committee to prepare a resolution embodying the opinion of the association on the subject of truancy."—Carried. The following resolution was subsequently submitted to the association:—*Resolved*,—"That truancy in its influence is most pernicious to the individual and baneful to the *morale* of a school, and as its influence clings to the individual in after life, any means that will neutralize or lessen the evil is desirable; that among the means best calculated to lessen the evil of truancy this association recommend the construction of comfortable, commodious and well furnished school rooms, thereby rendering the attendance of the pupils as pleasant as possible in the external surroundings; and that this association entertain the opinion that a large amount of truancy is traceable to defective parental authority, the remedy for which will be found in a more largely extended diffusion of education; and that teachers by care, tact and co-operation with parents can lessen this evil." The foregoing resolution was unanimously adopted. Mr. Anderson, of Toronto, introduced the subject of arithmetic as a school study. He recommended the plan of introducing decimals with notation and numeration, and threw out some hints with reference to the best method of teaching fractions. Miss St. Remy explained her method. Mr. Glashan, of Shakespeare, said his plan of familiarizing the mind of the child with numbers would be to illustrate his theory by using articles of different kinds to represent the different orders of numbers. Mr. Smith, of Hampton, agreed with the previous speakers in reference to the great importance of teaching the rudiments of arithmetic thoroughly. Mr. Alexander, of Newmarket, asked what might

be considered as the basis of our notation. Mr. Nichol, of Burford, said he believed thoroughness was a great virtue in teaching, but there was a danger of sacrificing other things for its sake. He did not advocate the principle of spending a long time in teaching notation and numeration, until scholars understood the subject, as it is almost impossible to make children interested in this subject. Mr. Chesnut, of Toronto, said the first object to be attained in teaching this subject was accuracy; second, rapidity, and third, the habit of performing as much of his work as possible mentally. Children should be taught to run up columns of numbers in addition without naming the addends in succession, but merely the results. He agreed with Mr. Anderson that decimals should be introduced with notation and numeration. He would also teach the simple and compound rules together. A great difficulty frequently arose in the minds of children how certain operations are to be performed. He referred to the advantage that teachers might take of the principle of ambition in boys in reference to this as well as other subjects of study. Mr. Scarlett, of Northumberland, asked Mr. Chesnut if he would consider it proper to begin with young children in theory or in practice first, and would he teach mental and written arithmetic together. In reply to the first question Mr. Chesnut said that theory and practice should be combined, but the latter should predominate, at first; and to the second question said that he would combine mental and written arithmetic as much as possible. The following gentlemen were elected office bearers for the ensuing year:—*President*—Daniel Wilson, LL.D., of University College, Toronto. *1st Vice-President*—Robert Alexander, of Newmarket. *2nd*. Mr.—Scarlett, of Northumberland. *3rd*. Mr. John Connor, of Niagara. *4th*. Mr. Charles Lusk, of Oakville. Mr.—McCabe, of Toronto, *6th* Mr. W. Acres, of Paris. *Secretary*—Mr. William Anderson, (Park school) Toronto. *Treasurer*—Mr. McGann, of Toronto. *Councillors*: Toronto—Mrs. Clarke of the Model school, York—Miss St. Remy, Toronto. Wellington—Mr. Fordyce. Perth—Mr. Glasban. Haldimand—Mr. Moyer. Brant—Mr. Nichol. Waterloo—Mr. F. McPherson. Halton—Mr. Breckenridge. Northumberland—Mr. Scarlett. Peel—Mr. Seath. After the election of officers, Mr. Charles Lusk, of Oakville, read an able and interesting essay on the question "Should the education of the youth of Canada be made compulsory by the government?" The essayist, in the course of his remarks, advocated the doctrine of compulsory attendance at school, reasoning on the principle that if the people are taxed for the education at all, all children should be compelled to attend. Mr. Alexander moved, seconded by Mr. Connor, "That the Board of Directors be requested to appoint the next meeting of the Association to be held in Toronto. A number of members were appointed to procure the necessary accommodations for members attending the Association at its next session."—Carried. Mr. Nichol, of Burford, moved, seconded by Mr. Barritt, of Wellington, that the thanks of the Association be presented to the President, Secretary, and Treasurer, for the very efficient manner in which they had discharged their duties during the past year. Votes of thanks were also passed to the chairman, Mr. Lusk, and to the representatives of *The Leader* and *Globe* for their presence at the convention, &c. The convention then adjourned till next year.—*Leader*.

—TORONTO CITY COMMON SCHOOLS.—The distribution of the prizes and certificates awarded to the successful competitors at the recent combined examination of the city schools took place in the St. Lawrence Hall, in presence of a large and exceedingly interested audience. The Mayor, upon taking the chair, said that he considered it a high honor to preside at the presentation of prizes and certificates to the pupils who had distinguished themselves at the recent combined examination of the city schools; and he would have taken pleasure in presenting the prizes had the Council not refused to allow the grant to the Grammar School. He regretted that the Council had been compelled to withhold the grant, but they had done so for the purpose of keeping down the taxes. In looking over the report of the Local Superintendent he was sorry to see that there was not much difference between the average attendance of the pupils in 1862 and 1863; as he thought the average attendance should be increasing each year. He observed that there had been eight pupils who had got their names on the school register and who had attended less than twenty days. Now it appeared from this that something was wrong, and he trusted that as the Board of School trustees were about to have a school census taken, the evil would be discovered, and, if possible, removed. He next touched upon the advisability of introducing gymnastics, &c., into the school, in order that the physical as well as the mental system of the pupils might be developed. He was also anxious that the female pupils should be encouraged to study mathematics, for he did not see why girls should not become as good book-

keepers as the boys, and thought that they should at any rate thoroughly understand quadratic equations especially. After referring to some other matters, he called upon Mr. G. A. Barber, Secretary Board of School Trustees, to read the report of the examiners, at the combined examination of the common schools of the city of Toronto, held July 20th, 1863:—The Examiners beg to report that they conducted the combined examination of pupils selected from the common schools of Toronto, in the Victoria street school-house, on the 20th of July, 1863. From the eight common schools of the city there were present 126 pupils, viz: 30 from the third or highest division, 48 from the second, and 48 from the first. In the Park and John street schools there are no third divisions in the female department, but six girls, belonging to the second division of these schools were examined against each other in the subjects prescribed for the highest division. Thus the numbers examined in the highest, intermediate, and lowest class subjects were, respectively, 36, 42 and 48. There being only one teacher for each department, male and female, in the Palace street and Givins street schools, the pupils of the first and second divisions in these schools were examined as competitors with each other. In the first division the children were examined orally in reading, spelling, arithmetic and geography. The reading was generally good; Victoria street, George street, and the Park schools the best. In spelling there were great varieties; the Park school was the best. Arithmetic was fair; the Park, Victoria and Phoebe street schools the best. Geography was good; Louisa, Victoria and Givins street schools the best. In the second division the pupils were examined in reading, writing, spelling, grammar, geography, history and arithmetic. The examination in arithmetic was conducted in writing. In this division, for the reasons already stated, Palace and Givins street schools were examined as competitors with each other. Both did well in reading, writing and arithmetic, and Givins street in spelling. Sarah Stevenson, of Palace street, was the best reader. With reference to the pupils of the second division in the other six schools, the examiners report as follows:—The reading was generally good; Victoria, Louisa and Phoebe street the best; Margaret Jones, of Victoria street, was the best reader. The writing was fair; Victoria, Louisa, and George street the best; the best specimen was that of William Spotton of Victoria street. In spelling some did well; Victoria and Louisa street did the best. In grammar there were great inequalities; Victoria, George and Louisa street were the best. In geography some did well, George and Victoria street the best. In history the answering was not so good. In arithmetic it was better; George and Louisa street the best. In the third, or highest division, the pupils were examined by written papers in all the subjects except reading. The subjects of examination were reading, writing, spelling, definitions, and derivations, arithmetic, grammar, geography, history, mensuration, geometry, and algebra. No girls, of any of the schools, or boys of Phoebe street school were examined on the last three subjects. In connection with this division the girls of the second division of John street and the Park schools were examined. The pupils of the Park school excelled in writing, definitions, derivations, arithmetic, geography, and history; and those of John street in reading, spelling and grammar. Of the pupils in the other schools properly belonging to the third division, the reading was generally very good. The writing was also very good; Park, Victoria, and Louisa street, the best; the best specimens of writing were those of Alexander Sampson and James Jardine (equal) both of Louisa street. The spelling was generally correct; George and Louisa street were the best. Definitions and derivations were not so good; George and Louisa streets were the best.—Arithmetic was fair; George, Louisa, and Phoebe streets the best. The geography was generally good; the Park, Phoebe and Louisa streets the best. In history there were great varieties; George, the Park and Louisa streets were the best. Rebecca Jones, of Phoebe street school, gave the best answers in grammar, geography, and history, and the total value of her answers on all the subjects already enumerated was the highest of any of the pupils of this third or highest division. In mensuration, the boys of Louisa, the Park, and George street, did well; James Jardine of Louisa street, the best. In geometry, the Park, George and Victoria street did well; John Stevenson, of the Park, answered all the questions, and did the best. In algebra, George and Louisa street did well; James Boomer, of George street did the best. The examiners have pleasure in reporting that the conduct of the pupils generally, during the examination, was most exemplary. They desire also to acknowledge, as on former occasions, the valuable assistance they derived in making and carrying out their arrangements from the Rev. James Porter, the Local Superintendent. In conclusion, the examiners have to express their gratification at the state of the

Common Schools of Toronto, as indicated by the pupils they examined, a goodly number of whom exhibited a remarkable proficiency, in proportion to their years.

WILLIAM GREGG, A. M., } *Examiners.*
M. C. HOWE, LL. D., }

— **BELLEVILLE SEMINARY.**—The examinations of the Belleville Seminary were held respectively on the 20th, 21st, and 22nd of July. It was creditable to the professors and students, and, if the same course is pursued in the future, success must attend the efforts of all engaged in this institution. On Wednesday afternoon, at 2 o'clock, the interesting exercises of speaking and essay reading took place. The exhibition was opened by singing an anthem, and prayer by the Rev. R. Sanderson. Prof. Carman then made a few prefatory remarks, after which the speeches were delivered and the essays read. The selections of the pieces spoken were very good, containing much information and occasionally introducing good "hits" at the errors and faults of society. The original compositions were characterized by flowingness of style, depth of thought, and originality of expression. There was common sense in all of them, and not a few that would bear severe criticism. At appropriate seasons the audience were favored with choice music, and some of the quartettes were perfectly charming. Every thing passed off favorably, and produced an exhilarating effect upon the spirits of all. In the evening there was a social meeting, and nearly two hundred persons were present. The utmost harmony prevailed, and the spirit of friendship was cultivated by all. It was a season of hilarity and rejoicing. The outer man was satisfied with refreshments, and we trust the inner man renewed by the singing and prayer. Quite a number of our ministerial brethren were present, thus showing that their interest in the cause of education was strong.—*Can. Christian Advocate.*

— **CHURCH OF ENGLAND SEPARATE SCHOOLS.**—To give a fair idea of the real state of feeling in the late Synod on the above question, we make the following synopsis of the debate on the subject, which was the most important and animated of any that took place in the Synod. It was commenced by a motion of the Rev. Mr. Ardagh's, to the effect that separate schools were inexpedient, and a violation of the principle on which the common school system was founded. He hoped there would be no shirking of the question, denounced the encroachments of the Roman Catholics, and argued against the separate school system. Mr. R. A. Harrison, in seconding the resolution, argued that the best system of education, as well as the cheapest, was that which united the children of all classes and creeds, and that to concede to the demand for separate schools, was to injure the common school system. Mr. S. B. Harman moved in amendment "that it is inexpedient to move on this occasion in the matter." He demanded Church of England separate schools on the ground of justice and equal rights; and Dr. Bovell went further arguing in favor of separate schools for every denomination that wished them. The debate was adjourned to the following day, when the Rev. Mr. Ardagh withdrew his motion and offered the following resolution:—"That the establishment of separate schools is unwise and inexpedient." The Rev. J. Curry was in favor of agitating till separate schools were obtained, and suggested that the Bishop authorize gentlemen to lecture in favor of the object. Mr. Green thought that such agitation would injure the Church of England, and that the Legislature would never give them separate schools. He contended that parents had plenty of time to give their children religious instruction before and after school hours. He had known schools where religious instruction was given, yet they were no better than others. The Rev. H. Holland moved an amendment protesting against the special privileges conferred upon Roman Catholics, and demanding that these should be withdrawn, or the same privileges accorded to other churches. He believed that Roman Catholics used their schools for proselytising, and the Church of England to counteract their influence must have schools of their own, where religious instruction could be given. Mr. J. G. Hodgins gave a sketch of the origin of the school law, and then proceeded to answer some questions which had been brought against the common school system. He remarked:—"The Rev. Mr. Darling had referred to the tyranny and oppression of the government in compelling them to submit to a system of education to which they so strongly objected. He was surprised to hear Mr. Darling speak of the public school system in this manner, when that system was a purely voluntary one so far as the government was concerned. What did the government or legislature do? Why, it simply left it to the discretion of each municipality in Upper Canada to adopt or reject that system at its pleasure. It offered a grant in aid of schools on condition

that the requirements of the Act be complied with. At this very day there was a municipality which had never adopted the public school system of Upper Canada. That municipality refused to adopt the school system, and now when it would adopt it, labours under some legal disability in doing so, owing to its transition, in the meantime, from a village to a town. In another important particular the school was not compulsory. It was justly the boast of the school system of Upper Canada that not one penny of tax was imposed by the Government for its support. In this city of Toronto, where there were such noble school houses and excellent schools, the \$12,000 to \$20,000 required for their support was entirely raised by the self-imposed taxation of its own inhabitants. And it was so all over the province. In other ways the voluntary character of the public school system appeared. Permission was given and every facility offered for the reading of the Holy Scriptures and the commandments in the schools, but no compulsion was used; and he (Mr. H.) was not aware of a single public school system in existence in any part of the world where compulsion on these subjects, as urged by those in this Synod who differed from him, was employed. Then in regard to attendance there was no compulsion, and up to this time public opinion was unsettled on this point. Another strong argument urged by some of the friends of some separate schools was that adduced from the example of England. Now while he (Mr. H.) would yield to none in his admiration of England and her institutions, he was not prepared to adopt all or any of them here unless they were practicable. The circumstances of the case and the state of society in both countries were entirely different. Then what was the practical opinion of English statesmen on the merits of the denominational and mixed school systems? Look to the sister kingdom of Ireland. Which system have they established and still maintain in that kingdom? Did they not establish one identical in many respects with that now in operation in Canada?" Mr. Hodgins went on to say that the School Trustees of Hamilton had consented to allow one hour daily for religious instruction. He felt that as members of the community, they had other duties than those devolving upon them as members of the Church of England. Mr. Grover declared that it would be madness to destroy the present common school system; and this would be most effectively accomplished by the establishment of additional separate schools for the English church. Our common school system was a credit to the country, and should be upheld at all hazards. The Bishop thought the discussion should stop. There had been some terrible speeches. He thought the matter should be agitated that the church might have its just rights. He was opposed, however, to disturbing the Roman Catholic Separate schools as now established, neither was he content to remain in an inferior position, but would demand those just rights to which the English Church was entitled. The Rev. Mr. Holland's amendment having been carried, Mr. J. G. Hodgins gave notice of a motion opposed to separate schools, to come up at the next meeting of the Synod.—*Montreal Witness.* The discussion on Separate Schools, in the Synod of Huron, ended with the adoption of the following amendment, moved by the Rev. Mr. Smith:—"That this Synod, deeply convinced of the necessity and importance of religious instruction in connection with secular education, asserts the right of Protestants, as it is their duty to demand, that the bible should be recognized as a text book in public schools of Upper Canada, and that further facilities be granted for imparting religious instruction; and therefore would respectfully request His Lordship the Bishop to appoint a committee to draw up a petition to His Excellency the Governor General, the Legislative Council and the Legislative Assembly, demanding those rights, to be signed by the Bishop and the Secretaries on behalf of the Synod." This amendment was carried on a vote of 57 to 27.—*Leader.*

— **BISHOP'S COLLEGE, LENNOXVILLE.**—The Convocation at the University of Bishop's College, Lennoxville, L. C., took place on Wednesday and Thursday, June 24th and 25th. The College is beautifully situated near the confluence of the rivers Missisquoi and St. Francis. The grounds comprise sixty acres of land, affording a view from the University Buildings of unrivalled beauty. This institution, which owes its origin to the far-seeing wisdom of the late Lord Bishop of Quebec, was incorporated by an act of Provincial Legislature, Dec. 9, 1843, and Jan. 23, 1853, received a Royal Charter, creating it a University. "The design of its establishment was two-fold: first, to provide the Church of England in Lower Canada with a suitable place for educating her ministry; and secondly, to offer to the country at large the blessing of a sound and liberal education, upon reasonable terms." Both of these objects were soon realized, through the unflinching energy and zeal of Bishop Mountain and numerous

friends, both here and abroad. Prominent among these friends of Church Education in the Colonies, should be mentioned Thos. Churchman Harrold, Esq., of Little Horseley Park, Essex, England, who contributed \$30,000 towards the funds of the Institution, and the two venerable Societies for Propagating the Gospel and Promoting Christian Knowledge, whose donations amount to \$5,000 each. An institution thus liberally endowed, numbering among its patrons men so prominent in various walks of life, could not fail of permanence and efficiency. At present the amiable and accomplished Dr. Nicolls, who has been connected with the Institution from its start, is at the head of the College, assisted by an able corps of Professors, numbering among its members the representatives of the Universities of the mother land. The exercises were formally opened by the Chancellor, the Hon. Jno. S. McCord, D.C.L., one of Her Majesty's Judges, and the degrees *ad eundem* and *honoris causa* were then announced. The degree of D. D., was conferred upon the Bishop of Quebec; a tribute the more fitting from his former connection with the University as one of its Professors. The same degree was also conferred upon the Venerable Archdeacon Scott, and the Rev. Canon Baneroff, of Christ church Cathedral, Montreal. The degree of M.A. was conferred in course upon several former graduates of this Institution, and upon one or two other gentlemen who were present, holding the same rank in their own respective colleges. After the conferring of degrees, Prof. H. H. Miles, M. A., Kings College, Aberdeen, delivered an admirable address upon University Education in the Canadas. Next followed the exercises of the newly created Bachelors of Arts. At the close of some interesting remarks by Judge McCord, a presentation on the part of the Juniors of an elegant set of English Robes to Bishop Williams, was very felicitously made by the Chancellor, to which the Bishop responded in feeling terms. After the singing of the hymn so dear to the hearts of all Englishmen, "God save the Queen," the Convocation was prorogued. The evening was devoted to the distribution of prizes and speaking on the part of the Juniors, followed by a *conversations*.—*Cor. Quebec Mercury.*

— ST. FRANCIS COLLEGE, RICHMOND, L. O.—The examination of the students of this College took place lately, and passed off most satisfactorily. Lord Aylmer, President of the College Corporation, occupied the chair. The annual report, read by Principal Graham, gave a good account of the progress of the students, who, on entering the McGill University, are placed on the same footing as if they had studied in the parent College. Already a dozen new students have applied for admission at next term. St. Francis College is conducted on the non-sectarian system.—*Echo.*

X. Departmental Notices.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS AND PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools have also been sent to the County Clerk, and will be supplied direct to the head Masters, upon application to the Clerk.

DISTRIBUTION OF JOURNAL OF EDUCATION.

In consequence of the number of Local Superintendents who, for various reasons, have declined personally to superin-

tend the distribution of the *Journal of Education* in their respective townships, in the way suggested in the circular notice published in the *Journal* for February last, the plan then proposed has been abandoned. It is however suggested, that each Local Superintendent should make arrangements at the post-offices within the bounds of their respective fields of labour, for the prompt and regular delivery of the *Journal*. All copies not called for within a reasonable time, should be returned to the Educational Department.

University of Queen's College—Faculty of Arts, KINGSTON, C. W.

THE Twenty-Second Session will commence on WEDNESDAY, the 7th of October, 1863, when all Intrants and Undergraduates in Arts are required to be present.

The University Calendar, for Session 1863-64, containing full information regarding all the Faculties, may be obtained on application to the Registrar, Professor MURRAY.—By order of the Board of Trustees, GEORGE WEIR, Sec. to the Senate. [pd.]

University of Queen's College, Kingston, C. W.—Incorporated by Act of Parliament. FACULTY OF MEDICINE.

THE Tenth Session of the Medical Faculty of Queen's College will be opened on WEDNESDAY, 7th October, 1863, when the Professors will commence their regular Course of Lectures and Demonstrations.

Surgery Prof. Dickson, M.D., M.R.C.P.L. & M.R.C.S.E., Dean of Faculty.
Practice of Medicine Prof. H. Yates, M.D.
Materia Medica Prof. Fowler, M.D., L.R.C.S.E.
Forensic Medicine Prof. Litchfield, M.D.
Chemistry Prof. Lawson, Ph. D., LL.D.
Obstetrics Prof. Lavell, M.D.
Anatomy Prof. Kennedy, M.D., L.R.C.S.E.
Institutes of Medicine Prof. O. Yates, M.D.
Demonstration in Anatomy Michael Sullivan, M.D.

Courses of Lectures in Clinical Medicine and Surgery will be given in the new Theatre of the Kingston Hospital.

The above Courses are recognized by the University of Edinburgh, the Royal College of Physicians, London, and by the Royal Colleges of Surgeons of England and Edinburgh.

Further information may be obtained on application to JOHN R. DICKSON, M.D., M.R.C.P.L. and M.R.C.S.E., Dean of Faculty. Kingston, C. W., August, 1863. [pd.]

EXAMINATION OF COMMON SCHOOL TEACHERS. COUNTY OF YORK.

NOTICE IS HEREBY GIVEN, that an Examination of Common School Teachers and others, will take place on WEDNESDAY, the 26th day of August, 1863, at the Court House, City of Toronto, at Richmond Hill, and at Newmarket, at 9 a.m. Candidates will be required to produce Certificates of moral character from their respective Ministers, and if Teachers before, from their respective Trustees.

JOHN JENNINGS, D.D.,
 City Toronto, 6th July, 1863. Chairman County Board.

Annual Announcement of THE MEDICAL DEPARTMENT

Of Victoria College, also in Affiliation with the University of Toronto.

THE WINTER SESSION will commence on the 1st of October next, and end on the 31st of March following. It will be conducted as usual, under a full staff of Professors.

There will be a Preliminary Course for the benefit of the Junior Students, and the Rooms open for Practical Anatomy after the 1st of Sept. The Students can avail themselves of the advantages of the Toronto General Hospital and the Richmond Street Dispensary as usual.

Matriculation may be at the Pupils' option in the London Pharmacopoeia, or Gregory's Conspectus, or Caesar's Commentaries, or Sallust's Catalina, or any other Latin author.

The examination of candidates for graduation may be written and oral, or, if the candidate prefers it, entirely oral.

For further particulars apply to the Dean of the Faculty, the Hon. JOHN ROLPH, M.D., LL.D., 20, Gerrard Street, Toronto.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum, back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number; and payment in advance must in all cases accompany the order. Single numbers, 10 cents each.

ADVERTISEMENTS inserted in the *Journal of Education* for 20 cents per line, which may be remitted in postage stamps, or otherwise.

All communications to be addressed to J. GEORGE HODGINS, LL.B.,
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GENERAL PRINCIPLES OF INSTRUCTION.*

I. *The threefold aim of Teaching.*—Education, as Montaigne says, forges the mind—tempers and fashions it; the design of instruction is to store it.

To instruct or teach is to convey knowledge into the pupil's mind; and certainly instruction forms a large portion of the task which the master actually performs; it is the most conspicuous part of his work; most readily appreciable; most easily measured by results. On this account, however, the notion has been long prevalent that instruction comprehends the whole of education; the whole duty of the teacher: a notion which is lamentably wrong, and which can produce only mischievous effects.

What, in reality, is instruction of itself? What is all the information that we can impart to the mind, if we do not endeavour to form the mind, and to improve its quality? It is an instrument, indeed, but the hand which ought to use that instrument has not the right power, or is not properly formed; it remains an instrument, even though it effected nothing, which, however, can never be the case. Instruction, like every other inert instrument, is in itself neither good nor evil, but may become one or the other according to the use made of it; and it is a sad truth that the mind possessing it, if not prepared and disposed to use it for good, will most certainly use it for evil. Infinitely better, in that case, would it have been if the instrument had been immediately broken in pieces by the hands that received it.

Let not instruction be withheld; but give it in such a way as will promote the mind's growth, and cultivate goodness of disposition.

And, in order that it may have this double tendency, let us bear in mind that teaching, in reference to every branch of instruction, ought to have a threefold aim:—1st, The communication of knowledge; 2d, The development of the intellectual powers; 3rd, The development of the moral powers. Let us examine these points in succession.

1st, *The Communication of Knowledge.*—This need not to be dwelt on; it is the direct and immediate purpose of teaching; but not the final purpose, not that which is most important to attain. Instruction is, as it were, but an outer covering; the mind, the intelligent principle, is the main thing.

2d, *The development of the Intellectual Powers.*—It is the entire mind which we should endeavour to cultivate when we impart knowledge to it; we should take advantage of all the opportunities that so readily occur in teaching, for developing and strengthening the intelligence of children. It will perhaps be said that, as instruction addresses itself to the understanding, it must necessarily, in doing so, develop the mental faculties, and that there can be no need for a teacher to pre-occupy his mind with any design of producing that result, or to bend his efforts in any special way towards it. But be it observed, that instinctive development, if we may so call it, is a very slight thing compared with what the master can produce in whose efforts there is a constant and express aim at intellectual development. He will accordingly avail himself of all opportunities and means which such instruction as he ought to give to his pupils will naturally supply, for the work of diligently educating all the powers of their minds. He will strive rather to form men of intellectual ability than to produce men of learning.

And here let us notice a special aspect of this part of our subject. In order that instruction may be fruitful in the mind, it is not sufficient that the pupil remember well its principles, and that his understanding should be enlarged and strengthened by them; it is further requisite that that faculty of his mind which I will call the practical sense, shall have sufficiently profited by them, and shall have been made more powerful and skilful. Where would be the benefit to a man to have learned in his childhood barren theories, or any kind of knowledge of which he has not been taught to make some application to the uses of life and to his daily wants? Where would be his advantage in being able to give strict demonstrations of general theorems in arithmetic, or in having been trained to perform difficult operations with abstract numbers, if he knows not how to state and resolve a practical problem? Where his advantage in a general acquaintance with geography and history

* Adapted from *Cours Théorique et Pratique de Pédagogie*, by M. Charbonneau, Paris, 1862.

if he knows not what has passed in his native land around him ; is ignorant of the productions, the resources, the peculiarities of the soil which gave him birth ? I am aware that all parts of a branch of instruction do not equally admit of practical application ; nay, it is well their chief utility and interest are not in every particular merely material. But still, while we seek to promote as much as possible interests of the nobler kind, we should not disregard the tendency to material profit, for that feature is of special importance for the class of children attending our elementary schools, and is often a source of valuable benefit to them.

3rd, *The Development of the Moral Powers.*—This is, as it were, an indirect and latent aim that should pervade all teaching ; but it is, moreover, the special aim, the most important, the most exalted. And, indeed, what is the worth of possessing knowledge used as a means of supplying daily necessities, even though it may have augmented the powers of intellect, if the possessor has not thereby been made a better man, if he does not use the acquirement, the skill, the power, with an affectionate desire of realizing the good, of attaining the end, which the Deity prescribes to his exertion ? Everything in this life, and therefore everything in education, ought to be subservient to that end. It is with knowledge and intellectual faculties as it is with physical forces, their excellence consists in the assistance they contribute to the accomplishment of the final end. This is the ordained object of their existence ; this is the measure of their needfulness ; this harmonizes them in admirable unity. We should eagerly seize the many opportunities which present themselves in teaching, and avail ourselves of all the means which the communication of knowledge may supply, to dispose to the love and practice of good, to make the intellectual faculties serve for developing and strengthening the moral powers.

And not only may instruction as a whole be made conducive to the general development of the faculties, but every species of study may and ought to be applied specially to the particular development of one or more intellectual or moral faculties. Thus, arithmetic, while it affords scope for the exercise and development of the various intellectual faculties, and of the moral powers generally, addresses itself more especially, among the former, to the reason, and, among the latter, by means of judiciously-chosen problems, to the spirit of order and of an unselfish economy, which is a basis of regular and wise conduct, and an efficacious though subordinate auxiliary in the fulfilment of the law of social duty. In like manner, history can do much in the culture of imagination, and for the development of memory and moral judgment ; geography addresses itself chiefly to the memory, and encourages the spirit of observation ; and that spirit is still more powerfully called into exercise in the natural sciences, which, on the other hand, are admirably adapted to promote the culture of the religious sentiment. But, above all, the study of language is of greatest service towards a general and complete mental development. Language is the expression of thought ; now, thought has relation to all things,—to the past, the present, the future,—to the objects of moral economy, as well as to those of the world of sense,—to memory and judgment, to reason and imagination, to the sentiments and the will ; thus language is everywhere an essential medium, everything comes through it and returns into it. Hence, when we are engaged in teaching language, we are always enabled to touch upon every point in man's mental nature, and to develop and improve the whole.

Recognising, then, the spirit which ought to actuate our instruction, let us pass on to consider the means to be employed for imparting it in our schools.

II. *Definitions.*—When we take in hand the management of a school, the task is more difficult than if we had to instruct a small group of children, to give lessons to a single class. It is necessary to have several exercises going on together, to distribute the time of the pupils, and especially the valuable time of the master ; in short, to organize the whole, to lay down a *mode* (system) of teaching.

The *mode*, then, is the manner of organizing and directing the general procedure of a school, as, for example, what is called the mutual system, the simultaneous system, etc. The choice and employment of a mode, or the general organization of a school, is the most frequent stumbling-block to teachers ; for, while this point is the most important it is the most difficult to succeed in ; it demands the employment of qualities of the rarest occurrence, peculiar and often opposite in their nature,—a combining power, attention and promptitude, zeal and judgment, comprehension of the whole, and observation of the details. Hence the great importance of young instructors becoming early accustomed to conjoin these different qualities.

To give a lesson is comparatively an easy thing. Here other qualities are requisite, which, though not less valuable than the preceding, have less dissimilarity among themselves, and are so much the more easy to bring into co-operation, at least to a sufficient

degree. To give a lesson, to impart knowledge, to teach some truth, is the object of what we call *methods*.

A *method*, then, as regards pedagogy, comprises the whole of the means to be employed and order to be followed, for the purpose of imparting to pupils some truth in general ; such are the expository method, the inductive method, the Socratic or interrogative method, etc. This word *method* is further to be understood as denominating the whole of the means to be employed and order to be followed, for the purpose of imparting to pupils a connected series of truths, that is, a science, a branch of instruction. It is in this latter sense that we use the word in speaking of a method of teaching writing, reading, geography, singing, arithmetic, etc.

Lastly, what are called *processes* are merely accessory expedients, often mechanical, which a method may have at its service ; they may, in most instances, be unemployed or replaced by others, without involving any change of the method itself. Such is, for example, in a certain method of teaching penmanship, the greater or less employment of faint outline in the various styles, or of black directing lines more or less complicated ; such too, in teaching reading, is the use of accompanying pictures, boxes of alphabetic characters, etc., and in arithmetic, the ball-frame, little blocks of wood, the fingers, or simple lines drawn on the black-board, etc., and in geography, the use of blank maps, or the Abbé Gaultier's game of Loto. W. MACLEOD, in "*The Museum*."

2. BERNARDO TASSO'S VIEWS ON THE EDUCATION OF HIS SON.*

The talent and destiny of Tasso, that Italian poet whom the drama of Goethe has rendered so familiar to Germany, are doubtless known to our readers by one of the numerous works published upon this man of genius. Therefore we shall choose, as a subject for this paper, not the biography of the poet, but a letter which Bernardo Tasso, his father, wrote from Augsburg to his wife Portia. He had accompanied to this town the Prince of Salerno, who was sent with an embassy to Charles V. in 1547. The beautiful Portia, to whom this letter was addressed, had remained at Salerno, and their son Torquato, who is mentioned here, was then only three years old. Bernardo Tasso is represented to us by his biographers as a man of distinguished erudition, and endowed with great firmness of character. He was a useful friend, a good father, and a good husband. All these qualities are reflected in the following letter :—

* * * * *

Rest assured that all my thoughts, all my affections, direct their flight towards the place which you inhabit.

If yours do the same with regard to me, I feel assured that they will cross mine at some point of the distance which separates us. I know that my absence grieves and wearies you, and I feel deeply in my heart the grief which gnaws at yours. I feel it so much the more because I know your weakness in resisting ills of this nature ; not because you want reason, but because you possess a superabundance of tenderness and feeling. However, if the recompense of love is in the return with which it is paid, rest happy in loving me, for I love you with all the strength of my soul. I hope that my return will take place sooner, I will not say than you desire, but than you suppose. I will not, neither can I, fix the period, for it depends on the will of another, and not on my own resolution ; therefore, the less it is expected, the sweeter it will appear to us. But in case it should please God to detain me longer here, I wish to speak to you of the system after which you should bring up our dear children, in order that they may one day show to the world that we have given them an education which gives us joy and them honour. Since your youth has not yet permitted you to reflect much on education, I am going to tell you some precepts drawn from the writings of modern and ancient philosophers, in order that you may inculcate these good lessons on our children, and that our venerated old age may one day repose in the shadow of their young virtues.

Education is composed of two essential elements—moral culture, and intellectual culture ; the former is an obligation on the father and the mother, the latter belongs only to the father. I shall then only speak to you of the moral culture, since, if God lends me life, I shall reserve to myself alone the intellectual education of our Torquato, whose childhood would not yet support the yoke of discipline. I say then—if, however, paternal tenderness does not blind me—that as the Dispenser of all good has given us children happily endowed, both physically and morally, they claim from us a salutary influence to perfect those gifts of nature. In the same manner that there is not a soil so barren but that it may be susceptible of culture, there is not a mind so ill endowed by nature that it

* Torquato Tasso was born at Sorrento, the 20th of March, 1544 ; died at the Monastery of saint Onufre, 25th of April, 1566.

cannot be ennobled by a well-directed education ; neither is there such a good natural disposition which the want of culture cannot degenerate. Habit becomes a second nature ; the young shrub straightened in time, finishes by lifting its head towards heaven. We see letters engraved upon the young bark, grow and increase with the trunk ; it is thus that the lessons and examples of virtue take root in the soul of a child to such a degree that no foreign influence can afterwards uproot them ; and, unhappily, it is the same with some fatal impressions received in childhood. Our little Cornelia is just entering upon youth, her mind developing itself from day to day, and already you can sow some precious seed there, and none is more noble and benevolent than that of religion. Engrave, then, upon that young soul the name of God, imprint his love there, in order that she may learn to venerate Him to whom she owes not only life, but also all that makes the happiness of man on earth and in heaven. Strive also to inculcate in her the fear of God ; not cowardly fear, which is displeasing to the Divine Majesty, but that noble and holy fear which is identified with love to such a degree as to become inseparable from it, and which, by its union with it, produces religion. In the same manner that the shade does not hinder the tree from budding, but prevents the fruit from ripening, so religion stifles in its bud the principle of evil, and prevents it arriving at maturity. Purity of soul, which is the fruit of religion, sheds such a lustre that it rejoices the eyes of the wise and even those of the foolish.

There are two methods of instruction : by lessons and example. As the eye surpasses the ear in the rapidity of perception, and as it has received from nature a superior strength, it is necessary, if you wish to bring up your children so that they may merit the praise of good people, that their eyes shall see you from the first such as you wish them to show themselves to others. Speak to them more in actions than in words ; for if you wish to prescribe rules to them which you do not follow yourself, it would be almost the same as if you wished to point out to them a good road, and yourself follow a bad one. If parents wish to exercise a salutary influence over their children, they must show themselves amiable and virtuous, and pour their virtues, like a precious liquor, by the senses into the soul of the child, to such a degree that they may be identified with them ; for as soon as the child begins to reflect, he fixes his attention upon his father and mother, and observes with his eye and ear their smallest actions. Admiration of the virtues of a father is the powerful goad which pushes the mind of the child into the road which his father has followed.

Above all things watch over your servants, that your children may never hear a vulgar or trivial word proceed out of their mouth, and that their looks may never be struck with an angry gesture. Keep them near to you, and teach them yourself to make their first steps and stammer their first words. Do not permit them to cross the threshold of a house where their innocent eyes would risk being sullied by the sight of children badly brought up.

Preserve yourself from the error of so many too-indulgent mothers who do not allow themselves to contradict the will of infancy, and who exact from others the same weakness in this respect. Their children become the slaves of their own caprices. I do not mean to say by that you are to have recourse to violent means of repression ; on the contrary, I blame parents who use corporal punishments almost as much as if they lifted their hand against the image of the saviour. It is neither fear, nor the rod which impresses virtue on the soul ; you must on this, as on many other occasions, strive to follow the medium course. If children commit a fault—the inevitable consequence of the imperfection of our nature—shut your eyes to the error if it be a slight one ; in this case indulgence is better than severity. If the fault be grave, do not fear displaying a salutary and inflexible rigour. Act the same with regard to your dependents when they are guilty of similar faults, in order that the child, seeing the faults punished in others which he is guilty of himself, may understand by that he will lose our affection if he does not resist his sinful inclinations.

I might add here many other precepts, but I fear in multiplying them I should spread confusion in your mind ; I think elsewhere I have touched on the most important points. In the same manner that I reserve to myself the care of directing the studies of Torquato as soon as his age permits, I commit to you the choice of Cornelia's occupations ; I know beforehand that you will acquit yourself of this charge better than any one in the world. Adieu. May the joy which your children give you charm away the weariness which the absence of your husband causes you !—Translated from the "*Journal des Familles*."

"Books are a part of man's prerogative ;
In formal ink they thought and voices hold ;
That we to them our solitude may give,
And make the present, travel that of old."

II. Papers on Practical Education.

1. TEACHERS—REVIEW YOUR WORK.

It would be well for every teacher, at the close of each day's labour, to devote a portion of time to a review of the events of the day. Self-examination is one of the strongest incentives to self-improvement, and no one can profit more by it than the earnest teacher. It is seldom that a day passes in school that does not present some incident that demands careful thought on the part of the teacher in order that the next day's labour may be an improvement on the last. Nothing will more effectually aid the teacher in his efforts to make the school what he desires it to be, than the habit of daily meditating upon what has transpired in his little realm. This to be effectual must be properly done. Vague thought without object or aim, will be useless. Let there be point to the thought and let the decision be calmly and resolutely carried into action. In this way the teacher may correct errors in his own management as well as bad habits on the part of the pupils.

In order to make this thought practical, allow me to suggest a method by which it may be made effectual. We will suppose that every careful, thoughtful teacher keeps a record, either in the register or class-book, of the attendance, tardiness, scholarship, deportment, and such other facts in the history of each pupil as he wishes to preserve. This record, together with the observations of the teacher, will afford daily topics for consideration, and it will be useful to reflect upon them frequently. In this way plans may be formed for removing whatever tends to prevent the usefulness of the school. Among other things it may be well to consider the following : Have my pupils been punctual to day ? Have I done all in my power to secure punctuality and to prevent tardiness ? Am I punctual ? Do I endeavour to find out the cause of tardiness ? Do I exert myself to remove the cause ? Has there been any disorder to-day ? Is the discipline as good as I can make it ? Do I assign proper lessons ? Are they well learned ? Do my pupils improve in reading ? Do I question them concerning the meaning of what they read ? Is spelling properly attended to ? Do I take sufficient pains with the writing ? Do my pupils read sufficiently loud ? Do I teach them to talk properly and use good grammar ? Have I learned to use the word *why* sufficiently ? Do I encourage the dull ones ? Is there life in the exercises ? Do I require all the class to give attention to the recitations ? Do I use the blackboard enough ? Am I firm and yet kind ? Do I take an interest in the sports of my pupils ? Am I sufficiently interested in their moral welfare ? Do I consider the propriety of punishment before inflicting it ? Have I a proper idea of the responsibility of the teacher's calling ? Do I take sufficient interest in my own improvement ? Do I read educational publications ? Do I have frequent reviews ? These and a variety of similar topics should be daily considered by the earnest teacher. By so doing he will find that his school is more easily managed and that it daily becomes more useful to the pupils. I would not have the teacher always take school cares with him ; but by devoting a portion of time each day to their consideration he can the most effectually throw them off, and gain that rest and relaxation that every faithful teacher needs. Teachers, try it and give us your experience.—*A Teacher, in the Connecticut Common School Journal.*

2. A WORD TO THE TEACHER OF LITTLE ONES.

The proper arrangement of the Primary School is a subject to which much thought and labour has been given, but while every advance step gives joy to the true educator, and every evil subdued brightens his hope, there is still one sorrowful thought that must find a place in every observing mind. I refer not to any lack in the graded school, but to the fact that so many little ones in the mixed schools of our rural districts are unskillfully taught. Going, it may be, to a house devoid of all attraction, and with no apparatus except the teacher's rod, the child learns his first sad lessons of school ;—not lessons of the beautiful objects Nature has scattered all around him, nor lessons of obedience and trust and love. Ah no ! his eye rests upon rough material, and his ear hears uncouth sounds. Obedience is not gently taught, but he learns that the way of the transgressor is hard, and the baser passions are stirred until, if he yields at all, it is reluctantly and only to escape a worse punishment. He learns to distrust others, because he himself is not trusted, and even the outpourings of his pure love are made the ridicule of older school-fellows. How is the most fine gold changed !

Oh ! the heart grows sick at the thought that not a few of the little ones, the pride and hope of our fair State, are even now thus taught. Fellow-teacher, these things ought not so to be ! Need it be said again, go not to your work from sordid motives, but labour to fulfil a high and holy mission. Lead the child intelligently along

the path to heaven. Would you be like Jesus? Then bless the little children who are brought to you; bless by making them happy, by helping them to form right characters and right habits. Help them early to learn the work of industry; let them never be idle. If other duties claim your attention, give not the weary little one a standing place in the corner, or a seat upon the floor to keep him quiet, but give him something to do that will interest and educate his expanding mind. Seek so to vary his occupation that the mind shall find pleasure all the day. When this one habit of industry is fully established, the petty annoyances of the school-room will disappear, the too frequent dislike of school and consequent desire to stay away under the slightest pretext, will give place to a growing love for school and its discipline, and the good achieved by your pupils in their future years shall prove the wisdom of your course and your true claims to the title of teacher.—C. E. H., in *Connecticut Common School Journal*.

3. HOW TO TEACH YOUNG CHILDREN.

There is a department of school-keeping which has never yet been discussed wisely. We mean the best way of interesting and teaching the young children in any school which is not purely a school for infants. In a school for infants, only infants engage the attention of the teachers; and of course mistresses may invent (they generally copy, however, instead of inventing) ways of interesting the young; but when you have classes composed of young children mixed up with classes of elder children, and these under one teacher, it really becomes very difficult to know what to do with "the little scholars." They are forced into classes, and these classes are put at one end of the room, far away from the senior classes,—perhaps because they are noisy; or perhaps because the teacher feels his inability to teach and interest little ones, and wishes, therefore, to put the objects of his difficulty as far out of sight as possible. Still, there they sit; and if they are not interested, they create a confusion, and a difficulty and a stumbling-block, which the teacher finds to be most embarrassing.

Our own opinion is, that a woman is the proper person to teach young children. She can enter into their thoughts; her manner is motherly; and nature has given her a heart full of love and feeling for little ones. A man is generally heavy, stolid, somewhat obtuse (unless he be a Frenchman), little given to feelings, and most likely impatient. We pity the man who is shut in a room all day with a lot of little children; but certainly we pity the little children more.

It seems to us that if any teacher, whether man or woman, were so inclined, he could put all the classes of young children together into one class, and give them a lively lesson in religious subjects, illustrated by a picture, for at least one-quarter of an hour in the day. This would be sufficient religious instruction for little children. Writing letters and figures on slates from copies on the black-board might occupy a certain time; and these exercises might be superintended by a monitor. Then the classes might learn letters, and read small words. Now, if the teacher is wise, he will break up his first class for half an hour in the morning, and his second for half an hour in the afternoon, and send each of the scholars in those classes down to teach letters and reading to a group of two or three little ones. The little children, taught in twos and threes or fours by the elder scholars, would be found to come on well in reading; and the elder scholars, by having to teach them, would learn confidence. A little repetition of poetry, and counting with the aid of the abacus (ball-frame), might fill up all the working part of the day.

But what we particularly wish to dwell on here is this: that at various times in the day the young children should be sent out to play,—say for fifteen minutes each time. Young children require physical exercise. They should not be kept to books so much as they now are. They require air. They require to hop, skip and jump about. Keep them sitting in a room learning this and learning that (half of which is quite useless to them), you will only make them weak, nervous, pale, moody, and unnaturally developed in brain, and dwarfed, or at least debilitated, in body; in consequence of which manhood and womanhood will become a burden, and old age, should they reach it, a source of unbearable misery. There is too much work in these days. The brain, the nerves, the flesh, become too hot, and a fever consumes the worker. Every thing is done in a hurry, and so is only half done. Let us not perpetuate this abominable system by turning the schoolroom into an intellectual hot-bed for the children of the poor, but let much of their time in fine weather be passed in play out in the open air.—*English National Society's Monthly Paper*.

4. RELAXATION IN THE EDUCATION OF CHILDREN.

It is only to a limited extent that the education of children can be advantageously combined with bodily labour. Even in the case of grown-up persons, some intervals of leisure are necessary to

keep the mind in a healthful and vigorous state. It is when thus relieved from the state of tension belonging to actual study that boys and girls, as well as men and women, acquire the habit of thought and reflection, and of forming their own conclusions, independently of what they are taught, and the authority of others. In younger persons, it is not the mind only that suffers from too large a demand being made on it for the purposes of study. Relaxation and cheerful occupation are essential to the proper development of the corporeal structure and faculties; and the want of them operates like an unwholesome atmosphere, or defective nourishment, in producing the lasting evils of defective health and a stunted growth, with all the secondary evils to which they lead.—*Dr. Brodie*.

5. FITNESS FOR TEACHING.

Real fitness for teaching comes only with the most varied and generous culture, with the best talents enthusiastically engaged, and the noblest christian character. Dr. Arnold was a great schoolmaster simply because he was a great man. His "fitness for hearing recitations was the smallest part of his fitness for teaching. Indeed, it was nothing but what he shared in common with the most indifferent of his assistants at Rugby. His fitness for teaching consisted in his knowledge of human nature and of the world, his pure and lofty aims, his self-denying devotion to the work which employed his time and powers, his lofty example, his strong, generous, magnetic manhood. That which fitted him peculiarly for teaching was precisely that which would have fitted him peculiarly for any other high office in the service of men. His knowledge of the ordinary text-books may not have been greater than that which you possess. His excellence as a teacher did not reside in his eminence as a scholar and a man of science, though that eminence is undisputed; but in that power to lead and inspire—to reinforce and fructify—the young minds placed in his care. He filled those minds with noble thoughts. He trained them to labor with right motives for grand ends. He baptized them with his own sweet and strong spirit. He glorified the dull routine of toil by keeping before the toilers the end of their toil—a grand character—that power of which so noble an example was found in himself."

6. DR. ARNOLD ON PUNISHMENT IN SCHOOLS.

"The beau ideal of school discipline with regard to young boys would seem to be this: that while corporeal punishment was retained on principle, as fitly answering to and marking the naturally inferior state of boyhood, and therefore as conveying no peculiar degradation to persons in such a state, we should cherish and encourage to the utmost all attempts made by the several boys as individuals to escape from the natural punishment of their age by rising above its naturally low tone of principle." Speaking of the Rugby School, he says: "Flogging will be only my *ultima ratio*; and talking I shall try to the utmost. I believe that boys may be governed a great deal by gentle methods and kindness, and by appealing to their better feelings, if you show that you are not afraid of them. * * * But of course deeds must second words when needful, or words will soon be laughed at."—*Wisconsin Journal of Education*.

7. SCHOOL BOY'S POCKET REFORM.

The Rev. H. M. Butler, the headmaster of Harrow School, has issued an order that the side trousers pockets of the scholars shall in future be dispensed with, his reason for the prohibition being that the boys continually had their hands in these pockets, and thereby contracted a lounging and stooping habit.—*Educational Times*.

8. TEACHER'S REQUEST OF PARENTS.

1. Send your children to school seasonably and constantly.
 2. Encourage them to respect and obey the rules and requirements of their school.
 3. Encourage them to be orderly, &c.
 4. Encourage them to be studious.
 5. Visit them at school.
 6. Have a regard to the character of the books your children read, and see that they read understandingly.
 7. Aid me to check selfishness, and promote a spirit of kindness and forbearance.
 8. Cultivate in your children habits of politeness and courtesy.
- These duties, and others growing out of them, perform faithfully, and you will find a most abundant reward in the increased interest of your children, and their growth in knowledge and virtue.—*Northend's Teacher and Parent*.

9. NEATNESS—HOW REGARDED BY CHILDREN.

A little boy of six years had been with his mother to call on his little play-fellow, Eddie F., who had a step-mother. While walking home he said earnestly, "Mother, I think Mr. F. has got a real pretty neat little wife, don't you think so?" "Why, Willie, what makes you think so?" "Because she always wears a collar and a clean dress just like you, and I think I have got a pretty mother. And, mother, I have been thinking if you should die I should feel real bad and cry, for I do almost cry now when I am visiting and can't see you. And I should want father to get a neat little woman who would always wear a clean dress and a collar just like Eddie's mother."

Perhaps this child showed a thoughtfulness beyond his years, but the incident led me to ask myself this question: Are we as teachers conscious of the wide influence of our dress in forming the character of the young?—C. E. H., in *Connecticut Common School Journal*.

10. ON THE DOMESTIC TRAINING OF BOYS.

* * * We have in the preceding chapters spoken of the training of children without distinction of sex, as we are of opinion that up to seven or eight years of age there ought to be but little difference made between them. The girls should certainly be required to devote more time to needlework and various light domestic duties, but, as we have before stated, it is very desirable that boys also should be able to use a needle, though clumsily, and we do not see why they should not learn to perform many of those little household duties which too generally devolve on girls alone.

A youth thinks it no disgrace to help to set the dishes, cut bread and butter, wipe knives and forks, etc., at a picnic. Why, then, should he sit idle at home, and require his sisters to wait upon him, and perform all the domestic offices in which servants are not employed. If a boy be accustomed from childhood to use his hands and feet as lightly and promptly as a girl is expected to do, he will have no cause to regret the acquisition in advanced life.

Suppose a case of severe and prolonged domestic affliction, where some of the most efficient workers of the family are laid aside; what must be the feelings of a youth who can do nothing to assist those whom he most tenderly loves? The mother, perhaps, wants a little tea or toast-and-water, or any other trifling thing to relieve her thirst. The son is all anxiety to serve her, but the servants are fully occupied with others; the sisters, too, are ill, or otherwise employed, and he, poor helpless mortal, is so unused to do anything, that he, perhaps, extinguishes the fire by upsetting the kettle, or smother it with a load of damp coal; and so the fond mother's thirst remains unquenched, the fever increases, and she ponders, with burning brow, on the uselessness of boys. It will be soon enough, when she recovers, to put to her the question, "Did you train your son to be useful?"

We fancy that we hear the father's indignant exclamation, "What! is my son to neglect classics and mathematics, that he may learn how to make tea and toast?" Happily we are not required to choose the alternative. The cultivation of high intellect is not incompatible with attention to the *petits soins* of every-day life—the small cares and attentions which all need to receive, and which all should be able to confer.

Memory recalls an instance in point. A young student preparing for college was spending the long vacation with his sister, who was dangerously ill. She had been to him as a mother, for they had been left orphans early in life. So long and alarming had been the illness that an old and confidential servant had become unfit for further exertion, and required nursing as much as her mistress. Instead of retiring to his study with dignified composure, the youth, influenced by affection and a sense of duty, went quietly about the house and the sick-room, putting things in their places, waiting on his sister, and teaching an inexperienced servant to do things as she wished. At last we found him seated in the kitchen, with his Greek Testament in his hand, and his watch on the table, superintending the boiling of some preserves. In reply to our look and expression of surprise, he quietly said, "I helped sister to make preserves when I was a boy, and to eat them, too, you may be sure; and now, by superintending this important process, I am securing for her some refreshing sleep, for she was quite satisfied when I promised to see that all went right." And then, looking at his watch, he carefully stirred the contents of the pan; and, taking up his Lexicon, looked out a Greek root which he wanted to find. That gentleman is now a beneficed clergyman of the Church of England, and an honour to his cloth.

A practical knowledge of simple economic cookery ought not to be despised by young men of any station. What is the position of a sailor or soldier who cannot cook? What was the cause of so many of our brave men sinking prematurely into the grave during the Crimean campaign? Their ignorance of the first principles of

cookery—the art of obtaining the largest amount of nourishment from the materials within reach.

But we are dwelling on what some may consider an unimportant point, though we cannot think anything which contributes to the sum of domestic happiness and usefulness can be insignificant.—*Mrs. J. Bakewell*.

For the Journal of Education for Upper Canada.

TO THE COMMON SCHOOL TEACHERS OF CANADA,—Fellow labourers in the ever expanding, still unmeasured, regions of thought, I have for some time past wished to address you through the *Journal of Education*, as it seems to be the only medium of communication devoted to the cause of education in the Province. The few thoughts I drop, may, perchance, tend to awaken some new or dormant energy which now lies useless and inactive. If so, my highest ambition will be amply gratified; if not, I shall only have to regret my inability to accomplish that which I most ardently desired.

In perusing a late number of the *Journal*, I was deeply interested in many items contained therein. Some very valuable hints and useful matter. Yet I was forcibly struck with the thought that there was something wrong, some latent talent lying hidden in the educational fields of Canada. My reason for this supposition is based on the fact, that in that, as well as other numbers of the *Journal*, there were several communications extracted from American journals, from teachers there, but not a solitary article from a Canadian teacher, graced its progress.

It is an acknowledged fact, in mental as well as natural philosophy, that an effect cannot exist without a cause. I fully endorse the sentiment, and therefore conclude there must be a cause for this. Believing I perceive the cause of this, I presume to drop a few thoughts on the subject, humbly hoping to elicit something from others interested in the matter, which may be of mutual benefit to all. But first allow me to say, that on reading those numerous articles from English and American teachers, and not a single line from a Canadian of like profession, I felt rather indignant; not at the matter contained in the *Journal*, nor at the writer of these articles, for these I deem highly commendable; nor yet at the Directors of that paper, for they manifest much judgment in their selections; but I felt as though Canadian Teachers as a class, *undervalued* their own abilities in not more liberally contributing to the columns of the *Journal*, in not more freely discussing the best modes of conducting the Public Schools of the province. And other topics of like interest to the parent, the teacher, and the pupil. If these subjects are worthy of being treated at all, have not we a *primary* right to present our views upon them, not by any means to the exclusion of foreign matter, for this would be decidedly wrong, as mutual exchange of sentiment would be found decidedly beneficial, when agreeably effected and justly reciprocated. But let not American teachers "lead the van" while we but "follow in the wake."

I have taught beneath the stars and stripes of the Americans, and do not feel at all inclined to depreciate their School System, for, in many particulars, I know it to be very excellent. But, as a whole, I do not look upon their system as placed on so firm and true a basis as our own. One of their national characteristics is "living too fast." It begins in the nursery, is continued in the school, and receives but a fresh impetus in early manhood, and more mature years.

There are undoubtedly as bright gems in literary and intellectual spheres to be found beneath the "Stars and Stripes" as in any other nation of the earth, and how long those gems will retain their brilliancy, untarnished, is not for us to say. Time alone can prove these things, however much we may prognosticate and speculate upon them.

But there are just as bright gems to be found here as there. There is just as much nature, talent, (possibly there may not be so much energy) and the scope is quite as ample as could be desired. The field of usefulness opened to the public school teacher, under the present School System of Canada, is unbounded. And where untarnished character and energy are combined in the teacher, their influence will be felt on society at large, as moulding and fashioning the rising generation, who are destined to become the future rulers of our land.

The responsibility is, indeed, weighty, and should be realized by those who undertake the arduous task of training the youthful mind. We cannot too faithfully or tenderly watch, nourish, and cherish, every new gleam of intelligence and talent manifested by those under our care. It is a fearful thing to crush the rising ambition of the youthful mind, by harshness or unkind treatment. They should each and all be made to feel, by our conduct towards them, that we are deeply interested in them, that we duly appreciate their childish endeavours to accomplish the task we assign them. Allowing kindness to be the ruling principle of our govern-

ment, we operate in the higher qualities of human nature, and in most cases we shall find that it is most effectual in subduing the baser passions. The law of love is the most powerful that ever emanated from heaven, or anything beneath it, and the closer we approximate to that law the more sublime and subduing will be our influence on society, especially on its juvenile portions; yet there are extreme cases with which we sometimes meet, those whose earliest training has had a tendency to subdue the good, and encourage the vicious dispositions of their nature. Of such there seems indeed but little hope. But I think that in ninety-nine cases out of a hundred, kindness will be found the most effectual means of subjugation. If this will not bear rule, small indeed is the ground for hope in their case.

Now, though I speak of the law of kindness, I do not by any means wish to insinuate that the teacher should not be strict in their discipline, for I am fully aware that strictness is the grand secret to successful government in the school room. Our laws or rules should resemble those of Solon more than those of Draco; but yet, we should be inflexibly firm in the maintaining of our own authority. By our character and daily deportment we can command the respect, as well as the love and esteem of our pupils, and we may go forward fearless of the result.

But a word or two respecting the cause or error to which I referred in the beginning. The youthful mind should be trained to think for itself. We should endeavour to cultivate in them originality of ideas, encouraging them to write on subjects which are familiar to them, and to give free expression to their thoughts; to rouse their mental energies, and excite their ambition, to aspire to become the best writers, as well as the most accomplished in other branches. Let composition writing take a prominent place in the weekly programme of the common school, and we shall yet, ere long too, find that public teachers can write as well as speak for themselves. And this seems especially necessary, since we find so many entering the teacher's field who have had no higher advantages than those afforded in the Common School.

Respectfully submitting these few thoughts, I subscribe myself with feelings of deep interest in the cause of education, your fellow servant.

C. HARRIS, Mount Brydges, C. W.

III. Papers on the Progress of Education.

1. EDUCATION IN TASMANIA.

In most of our colonies efforts are being made, supported by the various colonial governments, to establish and develop good educational systems, so that emigrants from the mother country will, for the most part, find but little difficulty in giving their children an education similar to that they would have obtained for them at home. It cannot fail to prove interesting to our readers to learn how the great educational problems are solved among their fellow-countrymen at the antipodes; and we accordingly devote the following pages to a slight sketch of what is being done in the thriving colony, originally a convict settlement, and a dependence of New South Wales, but now independent, and an important commercial state, occupying the island of Tasmania, better known as Van Dieman's Land.

It was about 1821 that the character of the colony began to change, and a tide of emigration to it set out from England. With the increase of its trade and population, and the improvements attendant on the extension and independence of the colony, came a desire for education. In October, 1848, there were 65 schools, containing 3,147 children, receiving aid from the public funds, and under the immediate direction or general surveillance of the Government; and at the same time 2,323 other pupils were in attendance at 100 private schools in various parts of the island. This provision of elementary instruction has naturally led to a desire for the means of higher education, and it is to the measures now in operation for securing this that we are about to direct attention.

The colonists, having, as a matter of course, no old-established Universities to carry out middle-class examinations, &c., have done what they could to provide machinery to accomplish results similar to those expected from the operation of these august corporations at home. The "Tasmanian Council of Education," constituted under "The Tasmanian Council of Education and Scholarship Act," grants degrees, scholarships (tenable at our own Universities), and exhibitions to superior schools. The Council meets quarterly, and may hold a special meeting at the call of the president, or on a requisition from four of its members. They appoint annually public examiners to conduct the examinations, two members of the Council being present at every examination; and these examiners report to the Council upon the general proficiency and amount of knowledge displayed by the body of candidates who come before them.

The degree of Associate of Arts is open to persons of any age, but successful candidates above the age of nineteen are not eligible for any scholarships, exhibitions, or prizes under the Act open to the associates who obtain the degree at an earlier age. The examination for this degree is divided into two parts, according to the following regulations:—

Previously to the examination for the degree of Associate of Arts, every candidate will be required to satisfy the examiners in—

1. Reading aloud a passage from some English prose author.
2. Writing from dictation.
3. The analysis and parsing of a passage from some standard English author.
4. The first four rules of arithmetic, simple and compound.
5. Geography. Under this head a competent knowledge will be required of the chief ranges of mountains, the principal rivers, the principal towns, and the coast line of one or more of the countries in the following list:—England, Scotland, Ireland, Europe, Asia, Africa, North America, South America, Australasia.
6. The outlines of English History since the Conquest—that is to say, the succession of sovereigns, the chief events, and some account of the leading men in each reign.

The examination for those students who have satisfactorily passed the preliminary examination will comprise the subjects mentioned in the following ten sections, in four of which at least, Latin or Pure Mathematics being one, the candidate must satisfy the examiners:—

- | | |
|---|-------------------------------|
| 1. English. | 7. The Elements of Chemistry. |
| 2. Latin. | 8. Zoology and Botany. |
| 3. Greek. | 9. Drawing and Architecture. |
| 4. French, German, or Italian. | 10. Geology. |
| 5. Pure Mathematics. | |
| 6. The Elementary principles of Hydrostatics and Mechanics. | |

The standard of scholarship indicated by the degree may be gathered from the "Sketch of the Examination for the Degree of Associate of Arts for the Year 1862."—

English.—The candidate will be examined in the etymology and grammatical construction of the language; in English history, from the accession of Henry VIII. to the death of Charles II.; and will be required to write a short original composition, or a report founded upon some abstract of facts furnished him. He will also be examined in physical, commercial, and political geography. Books recommended: Trench's English, Past and Present (3s. 6d., Parker); Morrell's Grammar and Analysis, with the Exercises (3s. 6d., Constable); Cornwell's School Geography (3s. 6d., Simpkin and Co.); and Hughes's Physical Geography (3s. 6d., Longman).

Latin.—Virgil, *Æneid*, Book II.; Horace, *Odes*, Books III. and IV.; and Livy, Book XXI. Questions will also be given on the parsing, and the historical and geographical allusions. A passage for translation from some other Latin author, and a passage of English for translation into Latin.

Greek.—Xenophon's *Anabasis*, Book IV.; Homer's *Iliad*, Book IV.; and Euripides, *Hecuba*. Questions on the parsing, and the historical and geographical allusions. A passage for translation from some other Greek author.

French.—Passages will be given from Voltaire's *Charles XII.*, and *Madame de la Rochejagué's* *Memoirs of the Vendean War*, for translation into English; with questions on parsing, and the historical and geographical allusions. Also a passage from some other French author for translation into English, and from some English author into French.

German.—Passages will be given from Schiller's *Revolt of the Netherlands*, or *Wallenstein*; with questions on the parsing, and the historical and geographical allusions. Also a passage from some other German author for translation into English, and from an English author into German.

Italian.—Candidates in this section will be examined in Silvio Pellico, with questions on the parsing and grammatical construction. Also a passage from some other Italian author for translation into English, and from an English author into Italian.

Pure Mathematics.—Questions will be set in Euclid, Books I., II., III., IV., Arithmetic, and Algebra. Candidates for honours will be required to satisfy the examiners in Euclid, Books VI. and XI., as far as Proposition xxi., Plane Trigonometry the use of Logarithms, and Mensuration.

Natural Philosophy.—The candidate must be prepared to answer questions set in Newth's *First Book of Natural Philosophy*.

Chemistry.—The candidate will be examined in Inorganic Chemistry. Book recommended: Wilson's *Chemistry* (3s., Chambers' Educational Course).

Zoology and Botany.—Elementary questions will be set on the description and classification of animals, their habits, and geographical distribution; and on the mercantile and industrial uses of

animal products. Also the description and classification of plants, their uses, and geographical distribution. Plants, and parts of plants, will be given for description. Text Books: Milne Edwards' Zoology (7s. 6d., Renshaw), and Lindley's Elements of Botany (12s., Bradbury).

Geology.—The candidate will be examined in Page's Introductory Text Books of Geology (5s., Blackwood).

Drawing and Architecture.—Drawing from the flat, from models, from memory, and in perspective; and drawings from plans, sections, and elevations. Design in pen and ink and in colour. A fair degree of skill in free-hand drawing will be required in order that a student may pass in this section.

Prizes are also given by the Council for proficiency in certain subjects; and those who fail to reach the degree, but obtain a certain number of marks, may be recommended by the examiners for the Council's certificate of merit.

The Tasmanian Scholarship is a grant of £200 a year, tenable for four years, in any University of the United Kingdom. It is open to any Associate of Arts, between the ages of 16 and 20, who has been resident in the colony for the period of five years next before the time of his examination. The five subjects embraced, and the standard of proficiency required, may be gathered from the following "Revised Scheme of the Examination for the Tasmanian Scholarships for the year 1862:"—

I.—CLASSICS (1,500 marks).

Greek.—Thucydides, Book I.; Herodotus, Book II.; Homer's Iliad, Book I.; Æschylus, Prometheus Vincit.

Latin.—Virgil, Æneid, Books V. and VI.; Horace, Odes; Livy, XXI. and XXII.; Cicero, Catiline Orations.

Papers will be set for translation from English into Greek and Latin prose, and from English verse into Greek and Latin verse.

Ancient History.—Questions will be given on the historical and geographical allusions contained in the above-named Greek and Latin books, and in the philology of the Greek and Latin languages. Candidates will also be examined in Smith's History of Greece and Liddell's History of Rome.

II.—MATHEMATICS (with 1,500 marks).

Arithmetic; Algebra, except Theory of Equations; Euclid, Books I. to VI. inclusive, and 11th to 21st Proposition inclusive; Plane Trigonometry, including Logarithms; Conic Sections, treated both geometrically and analytically; and Simple Differentiations.

III.—NATURAL PHILOSOPHY.

Elementary Statics, Dynamics, and Hydrostatics, as treated in Goodwin's Course of Mathematics.

IV.—MODERN HISTORY (250 marks).

History of Europe from 1688 to 1815 inclusive.

V.—MODERN LANGUAGES (500 marks).

The grammatical structure of the English language, and French or German. Candidates may submit themselves for examination in either French or German, at their option.

French.—Passages will be given from Voltaire's Charles XII., and Molière's Les Fourberies de Scapin, for translation into English, with questions on the parsing, and historical and geographical allusions; also a passage from some other French author for translation into English, and from some English author into French.

German.—Passages will be given from Schiller's Revolt of the Netherlands, or Wallenstein, with questions on the parsing, and the historical and geographical allusions; also a passage from some other German author for translation into English, and from an English author into German.

A successful candidate must gain at least 1,650 marks, including 900 in classics, or 750 in mathematics.

The third branch of the Council's operations is the granting of exhibitions to superior schools. A certain number of exhibitions of £50 each are notified to be open to competition to every boy under fourteen years of age, who has been two years a resident in the colony, and not been a pupil of a Government school within six months of the date of the examination. These exhibitions are tenable at such superior schools as are named by the parent or guardian of the exhibitor, and approved by the Council. The examination comprises these subjects—The English Language, Geography, Grammar, History, Arithmetic, French, Latin, Greek, Algebra, and the first book of Euclid.

From the official documents before us, we gather that in 1861 the Council expended £718 17s. in carrying out this system. This included an expenditure of £175 11s. 3d. for prizes, some of which were awarded the previous year, and some remaining on hand. At the first examination for scholarships (1861), no candidate was successful; but in 1862, two out of the three candidates satisfied the examiners. Of the thirty-five candidates for the degree of A. A. at the three examinations held, seven were rejected at the preliminary

examination, and seventeen passed; of whom six were in the first class, and four in the second. The Council, in their second report to the Governor of the colony, draws his Excellency's attention "to the economic working of a system which is already conferring such important advantages upon the colony, and is likely to prove of such essential benefit to its future highest social and moral interests."

We conclude with an extract from the same report giving a general outline of the working of the Tasmanian system of education, and pointing out its most obvious defect. Speaking of the first examination for Tasmanian scholarships, the Council say:—"This result has pressed upon us, with renewed force, the conviction that, in order to make generally available the advantages so wisely provided by the Scholarship Act, it is most desirable that the system of education, the foundation of which has been so liberally laid in this colony, be extended and completed. That system at present affords the means to every parent desirous of availing himself of it, of providing for his children a good sound primary education. Next, the exhibitions to superior schools open up a road by which boys of distinguished abilities may, without expense to their parents, prosecute their studies during those years of early youth which were formerly, of necessity, devoted to occupations by which the daily wants of life must be supplied. And again, the Tasmanian scholarships provide means for rendering native talent ultimately available to the colony by the higher cultivation to be obtained in Europe. There is, however, a period when the deserving exhibitor, after having exhausted the aid afforded to him in his school studies, and having attained the degree of Associate of Arts, would enter upon that higher course of learning which would qualify him to compete for a scholarship; but here he is left to his own resources: while on the one hand he may not be in circumstances to admit of his devoting those years to study unaided, on the other he is at a loss for instructors at liberty to confine their labours to this higher course of education, and the practical effect of this want would be to exclude many from the full benefits held out by the Scholarship Act,—a result, in our opinion, opposed to the views of the Legislature in passing this Act. This gap ought to be filled up; some aid ought to be afforded to those who may have proved themselves worthy of it, for supplying the missing link in the chain of their educational course."—*English Journal of Education*.

2. INTERNATIONAL SCHOOLS.

A scheme for "International Schools," proposed some time ago by a French manufacturer, M. Barbier, and warmly taken up by some men of influence in this country, among whom are Mr. Cobden, Mr. Panizzi, Mr. Thomas Bazley, and Professor Ansted, is now, it appears, on the way to be carried out practically. The proposal is, that there shall be four establishments,—one in England, one in France, one in Germany, and one in Italy; and that the pupils commencing their education in one of these establishments, shall, year by year, be transferred to one of the others, so as to have circulated through all the four in four years. As the entire curriculum is to consist of eight years, the round would be twice gone through by each pupil; and each would thus have spent two years in each of the four countries. The programme of studies at each of the schools would be the same, and would be "the most perfect that can be devised" for thorough instruction, whether for commercial or professional life; but the belief is, that by residing, during their education, in the different countries, the pupils could be put in possession of the four languages more effectively than by any other plan, and would also be trained in what may be called sound international sentiments. It is intended that the schools shall be entirely independent of the governments of the respective countries, and that they shall be set on foot by funds collected among those who approve of the scheme.—*Reader*.

3. TWENTY YEARS PROGRESS.

Have our schools really made progress within the last twenty years? I answer, yes. Visit almost any school of the same age, and you will find vastly better drilling than formerly. Children of twelve and fourteen years of age are usually as well advanced as formerly at eighteen. I doubt, however, whether there is so much real hard study as formerly, but text books are better arranged, and teachers better understand the real wants of their pupils. Children can read with facility at a much earlier age than formerly. The increase of books and papers has done much to produce this result.—Many scholars now go through a series of arithmetics and algebras who would, at that period, have been called prodigies. No efforts on the part of the superintendents, teachers, and friends of education have been lost in the elevating the intellectual condition of the young.

4. THE SCHOOL-HOUSE AN INDEX.

Persons traveling through a place, judge of it by its external appearance, and in like manner they judge of the interest manifested in the education of youth, by the appearance of the school-houses. Will a good farmer make no improvements in his buildings, and modes of farming? Will he plow with the old straight beam and wooden mould-board, and haul his hay on a sled, and go to mill with his grist in one end of the bag and a stone in the other for balance, because his great-grandfather did, and always got along well enough in the world? Some people are very much troubled about their money, where they can invest it, and have it safe. I think the best investment would be in building good school-houses for the education of the rising generation. It would certainly pay a larger per cent. of profit to the town than any railroad stock in the country, and if it did not directly increase the value of real estate, (which I think it might,) it would largely increase the number of good citizens, which would add immensely to the value of the town. If I had the means, and desired to hand my name down to posterity as a public benefactor, I can think of no better and surer way of doing it, than by establishing good schools for the education of the youth. Our country needs more men of large and generous culture and it is a noble work to train men for her, at this hour of her need.

J. D.

5. MILITARY INSTRUCTION IN SCHOOLS.

At the recent Educational meeting at Cleveland Mr. Tappan presented the report of the Committee on military education: The report opened with the proposition that it is the duty of the State to give a military education to every boy in the State. The truth of this proposition was argued, first from the fact that it is the duty of every man in the State to be a soldier, and boyhood is the best time in life to gain the education necessary to make him a soldier. Another reason urged was that a military education is good in itself. It is an excellent educational method, because it is thorough. In answer to the objection urged against a military education, viz., that it will make the nation warlike and give to it a military character, it was stated as an historical fact that within the last half century more money has been spent and more pains taken by France, Russia, and latterly by England, to give a military education to the youth of these respective countries, and to make military preparation, than was ever taken before; yet there has not been a time for centuries when we have had such a long peace as within the last fifty years. From the close of the wars of Napoleon until the breaking out of the war of the Crimea, there was, we may say, nothing of war in Europe. So far as history can teach, then, we are taught that a thorough military preparation secures peace; that the nation which is prepared for war is not inclined hastily or rashly to rush into war. A nation prepared for any emergency that may be required for self-defence, like a great man, is less likely to be quarrelsome than a nation not thus prepared. The large mastiff is always more peaceable than the pestilent little terrier. Thorough education makes a great nation; and military education is the most thorough of all.

The first requisite of a good soldier is that he must be a good man. Virtue gives courage. It is a common notion that a free man must be broken in before he becomes an efficient soldier. The greatest generals have always taken the utmost care to cultivate the intelligence of their soldiers, and to reward every noble and manly action. If, then, we educate boys for soldiers, the foundation is to be laid in all those virtues which unite to make the genuine good man. After this, the most important item to the soldier boy is his physical education. First in this, teach him how to take care of his hands, legs, and body. This may be done perhaps by gymnastics. A child thus trained can do many things which another of equal strength cannot do merely for want of practical skill. The boy who has been to a school of Free Gymnastics and there has learned to take care of himself enters a room with ease and grace. Another important thing taught by this method of gymnastics is the habit of immediate, exact, implicit obedient to commands. This cannot be taught too soon.

Until children are twelve years of age, no particular education in military movements of any kind whatever should be given. From twelve to sixteen years of age the boys of the school should be taught marchings, facings, and company evolutions, as laid down in our books on military tactics, except the manual of arms. Boys would take pride in it as a preparation for the work of men, and for the defence of their country, its rights and institutions.

After the age of sixteen give them arms and let them be taught the manual of arms. It is true that a great many of the boys of this age do not attend school, but soon after this age the law finds them and subjects them to sundry penalties if they do not attend the militia schools. We have now many returned soldiers, unfit by wounds or ill health for further service, who could give military

instruction in every township of the State at a trifling expense. One such teacher in a township would be able to visit occasionally every school, enough to give some lessons to the boys from twelve to sixteen; and he could every year hold a military training school for some weeks for the youth from sixteen to twenty years of age. Attendance should be required by fine and penalties, as we do now under the militia system. This military instruction continued for twenty years would give the country virtually a standing army of well drilled, free men.

IV. Papers on Science and Natural History.

1. APPARENT SIZE OF THE CELESTIAL BODIES.

The new experiments of Mr. Alvan Clark, on the photometrical comparison of the sun and stars, are very curious and interesting. If we place a convex lens of the known focal distance of one foot between the eye and a star of the first magnitude, and find, when the lens is removed to a distance of eleven feet, that the star is reduced in appearance to a sixth magnitude, or just visible, it is clear that as the star has undergone a reduction of ten diameters, it would be visible to the natural vision if removed in space to ten times its present distance, supposing no absorbing or extinguishing medium to exist there. A concave lens can be used for such experiments, the measurement commencing then at the lens itself. Reductions have been obtained in these ways of well-known stars, and give Castor as visible when reduced 10.3 times, Pollux eleven times, Procyon twelve, Sirius twenty times, the full moon three thousand, and the sun one million two hundred thousand times. Mr. Alvan Clark has actually seen the sun under such a reduction, attended by circumstances which led him to believe that to be about the limit at which the human eye could ever perceive our great luminary. He has an underground dark chamber, two hundred and thirty feet in length, communicating at one end with the surface of the ground by an opening five feet deep, in which a lens of any required focal distance can be inserted,—one of a twentieth of an inch focus, with its flat side cemented to one face of a prism, has been employed by Mr. Clark. No light whatever can enter the chamber, except through the little lens. A common silvered mirror over the opening receives the direct rays of the sun, and sends them down the opening into the prism, by which they are directed through the little lens into the chamber. An observer at the opposite end of the cellar sees the sun reduced in apparent size 55,200 times, and its light, then, in amount, varies but little from that of Sirius. Upon a car moveable in either direction is mounted another lens, with a focal distance of six inches. The eye of the observer being brought in a line with the lenses, he sends the car by a cord into the chamber to the greatest distance that he can see the light through the six-inch lens.

At noon, with a perfectly clear sky, the sun is thus visible at twelve feet away from the eye. The distance between the two lenses being two hundred and eighteen feet, the reduction by the small lens, if viewed from the point occupied by the car-lens, would be 52,320 times, and that again is reduced by the six-inch lens twenty-three times, making the total reduction 1,203,360 times. There seems no reason to doubt—setting aside the idea of an extinguishing medium in space—that our sun would be only just visible to a human eye at 120,000 times the present distance; or at 100,000 times away it would rank only as a pretty bright star of the first magnitude, although its parallax would be double that imputed to any star in the whole heavens, or only half as far away as the nearest. Because the sun's intrinsic splendor proves to be less than that of those stars whose distances have been measured, Mr. Clark does not think it necessarily follows that its light or size is less than the average of existing stars; for, in the case of there being a diversity in size or brilliancy amongst the stars in space—as is most likely—those that would be visible would, of course, be the largest and brightest, while, by the laws of perspective, the smaller ones would be lost to view. Such would be the case equally with telescopic stars as well as those evident to the naked eye. The number of stars visible within a given area of space, by the aid of the more powerful telescopes, is far less in proportion to the power of the instruments than those visible in like areas to the unassisted eye or with smaller telescopes; and this fact has given rise to the idea of an extinguishing medium to light in space; but upon the above hypothesis, the result might equally arise from the diminution in perspective, as in this way we should see the whole, both great and small, of the stars in the nearer distances with moderate powers; while, though great and small did exist in the far off regions bounding the remotest reach of our most powerful telescopes, it would be only the great stars that we could see, and those only as the most minute specks of light. A vast number of smaller or more moderate lights may then exist amongst those whose extraordinary splendor

reaches us through the aid of our best instruments. Were all the stars in existence of one pattern and one uniform brightness, and scattered broadcast in space, our great telescopes would count up more nearly the numbers belonging theoretically to their magnifying powers than they now do, as will be readily understood by considering the ratio in which an increase of radius increases the cubic contents of a sphere. If the distances imputed to several of our stars from parallax be true, these photometrical researches show our glorious luminary to be a very small star indeed; "and to the human understanding thus enlightened, more than ever must the heavens declare the glory of God."—*London Review*.

2. HABITS OF THE MOLE: ITS VALUE TO THE FARMER.

Recreative Science for this month contains a short but entertaining account of the captivity and death of a mole. Professor Owen, at the British Association the year before last, showed, in an admirable paper on the anatomy of that animal, how much was yet to be learnt of the structures of our indigenous animals, and these "Notes on the Mole," by the Rev. J. G. Wood, in *Messrs. Groombridge's* entertaining magazine, show how well worthy, too, of accurate study by the naturalist our native animals are. Some young friends captured a mole, and brought it to that naturalist, secured in a large box. It ran about with great agility, thrusting its long and flexible snout into every crevice. A little earth was placed in the box, when the mole pushed its way through the loose soil, entering and re-entering the heap, and in a few moments scattering the earth tolerably evenly over the box, every now and then twitching with a quick, convulsive shaking the loose earth from its fur. At one moment the mole was grubbing away, hardly to be distinguished from the surrounding soil, completely covered with dust; the next instant the moving dust-heap had vanished, and in its place was a soft, velvety coat. The creature was unremitting in its attempts to get through the box, but the wood was too tough for it to make any impression, and after satisfying itself it could not get through a deal board it took two attempts to scramble over the sides, ever slipping sideways, and coming on its forefeet. The rapid mobility of its snout was astonishing, but its senses of sight and smell seem to be practically obsolete, for a worm placed in its track within the tenth of an inch of its nose was not detected, although no sooner did its nose or foot touch one, than in a moment it flung itself upon its prey and shook the worm backwards and forwards and scratched it about until it got one end or other in its mouth, when it devoured it greedily, the crunching sound of its teeth being audible two yards away. Worms it ate as fast as supplied—devouring fourteen in thirteen minutes, after which it was supplied with a second batch of ten. It was then tried with millipedes, but invariably rejected them. Having heard that a twelve hours' fast would kill a mole, Mr. Wood determined to give his captive a good supper at eight and an early breakfast the next morning at five or six. So he dug perseveringly a large handful of worms and put them in the box. As the mole went backwards and forwards it happened to touch one of the worms and immediately flew at it, and while trying to get it into its mouth the mole came upon the mass of worms and flung itself upon them in a paroxysm of excitement, pulling them about, too overjoyed with the treasure to settle on any individual in particular. At last, it caught one of them and began crunching, the rest making their escape in all directions and burrowing into the loose mould. Thinking the animal had now a good supply, two dozen worms having been put into the box, Mr. Wood shut it up with an easy conscience; but it happened, the following morning, that the rain fell in a perfect torrent, and, hoping for some remission, he waited until nine o'clock before he opened the box. Twelve hours had just elapsed since the mole had received its supply, and as it had taken probably another hour in hunting about the box before it had devoured them all, not more than eleven hours had probably elapsed since the last worm was consumed. But the mole was dead. "I forgot," Mr. Wood says, "to weigh the worms which he devoured, but as they would have filled my two hands held cupwise, I may infer that they weighed very little less than the animal who ate them." The extreme voracity and restless movements of the little creature here recorded, show its value to the agriculturist "as a subsoil drainer who works without wages," and its great usefulness in keeping the prolific race of worms—themselves useful in their way as forming the main, the fertile soil itself.—*London Review*.

V. Biographical Sketches.

No. 37.—THE RIGHT HON. LORD CLYDE.

The *Persia* brings the intelligence of the death of one of England's most honoured soldiers, better known by his former name of Sir Colin Campbell. He was born in Glasgow, October 20, 1792.

He entered the army in May, 1808, and was engaged in the descent upon Walcharen, at Barossa, Corunna, under Sir John Moore, and at the defence of Tarifa. He was severely wounded in the thigh at the passage of the Biadossa, and was twice wounded in 1813, at the assault on St. Sebastian, at which place he displayed all the soldierly qualities which ever after distinguished his career. As Captain Campbell he was in active service in America in 1814-15, and in 1823, as brigade major of the troops, he was engaged in quelling the insurrection in Demerara.

From 1836 to 1840 he was governor of Nova Scotia, when he became governor of Ceylon. In 1842, having meanwhile become lieutenant-colonel, he was actively employed in China, and towards the end of the year became a full colonel. His Indian career commenced about 1844, when he led the 39th at Maharajpore. Through the Punjab war (1848-9) he commanded the third division of the army under Lord Gough, and distinguished himself at Ramnugger, at the passage of Chenab, and other hard fought battles. In 1849 he was created a K. C. B., and received the thanks of Parliament and of the East India Company for his services at Goojorat. Sir Colin returned to England in 1853, with his fame already established as a General of consummate ability. On the breaking out of the Crimean war he accepted the command of the Highland brigade. In 1854 he was promoted to the rank of Major-General, in consideration of his gallant services, and in the following year he was made a Knight Grand Cross of the Bath. In 1856 he attained the rank of Lieutenant-General. On the outbreak of the Indian mutiny, he was appointed to the chief command of the army in India. His exploits at Lucknow and other places are too well known to our readers to require repetition here. In 1858 he was created a peer by the title of Lord Clyde. He returned to England in 1859, where he received the thanks of both Houses of Parliament, and in 1860 was appointed to the C. lonelcy of the Coldstream Guards. For some months previous to his death his health was not good, and it was evident to his friends that he was destined soon to pass away. His death was hastened, it is thought, by the loss of his early friend, Lord Herbert, of Lea, whom he loved and mourned with deep affection.

No. 38.—JOHN S. BARTLETT, ESQ., M.D.

John Sherren Bartlett, M.D., died last month, at his residence in New Jersey, in the 73rd year of his age. The funeral took place this morning at St. Paul's in this city, and the remains will be removed to Boston for interment. Dr. Bartlett was born in Dorsetshire, England, studied medicine in London, and received an appointment in the British navy in 1812. While on his way to the West Indies, he was taken prisoner, and held as such in Boston till 1813. After the war ended he married in Boston; and pursued the practice of his profession. In 1822 he removed to this city, and established the *Albion* newspaper, which he conducted for twenty-five years, and subsequently edited the *Anglo-Saxon*, in Boston. Dr. Bartlett was much respected, and was held in great regard not only by American citizens but by British residents. He was one time president of the St. George's Society, and in 1857 served as British Consul at Baltimore.—*N. Y. Evening Post*.

No. 39.—WILLIAM WELLER, ESQ.

We record with much regret the death of William Weller, Esq., the Mayor of this Corporation, who died on the 21st ultimo. He was a man of good business capacity, and served the town efficiently in various official positions,—as President of the Board of Police soon after the town was incorporated, and more than once as Mayor. He was in the 65th year of his age. His funeral took place this afternoon and was largely attended. The principal places of business were closed during the hour of the interment.—*Cobourg Star*.

VI. Miscellaneous.

THINGS THAT NEVER DIE.

The pure, the bright, the beautiful,
That stirred our hearts in youth,
The impulse to a worldless prayer,
The dreams of love and truth;
The longings after something lost,
The spirit's yearning cry,
The strivings after better hopes—
These things can never die.

The timid hand stretched forth to aid
A brother in his need,

The kindly word in grief's dark hour
That proves a friend indeed,—
The plea for mercy, softly breathed,
When justice threatens high,
The sorrow of a contrite heart—
These things shall never die.

The memory of a clasping hand,
The pressure of a kiss,
And all the trifles, sweet and frail,
That make up love's first bliss;
If with a firm, unchanging faith,
And holy trust and high,
Those hands have clasped, those lips have met,
These things shall never die.

The cruel and the bitter word,
That wounded as it fell;
The chilling want of sympathy,
We feel, but never tell.
The hard repulse, that chills the heart
Whose hopes were bounding high,—
In an unfading record kept—
These things shall never die.

Let nothing pass, for every hand
Must find some work to do;
Lose not a chance to waken love—
Be firm, and just and true.
So shall a light that cannot fade
Beam on thee from on high.
And angel voices say to thee—
These things shall never die.

—All the Year Round.

2. "MOTHER, ARE THE CHILDREN SAFE?"

There is scarcely a weekly newspaper issued that does not contain an account of some poor child being burnt to death, or scalded, or run over, through the neglect of the mother, who left it in the charge of some little creature not much bigger than itself, and wholly unable to take proper care of it. I once knew a case where a child was burned to death while the mother was gossiping at the chandler's-shop at the corner of the lane where she lived. The mother had, as she called it, "just stepped out," and the eldest child, about four years old, must needs try to blow the fire; some sparks flew out, and lodged on the pinafore of the baby, who was soon a complete bundle of fire, and while the mother was carelessly leaning over the counter, talking about her neighbours' faults and follies, her infant was shrieking its last amid the fiery torment. Never shall I forget the look of that woman, as called by her neighbours, she rushed to her house, and saw a black mass rolled up on the step of the door—all that was left of the smiling baby she had parted from a quarter of an hour before!

It is beautiful to see how very kind and careful the children of a family are to the youngest pet—but while they ought to try to amuse, and nurse it, no young children should be left in charge of a baby, either in a room with a fire, or in a crowded thoroughfare.

What is a poor mother to do? Why, send the children, as soon as they can go, to the infant school, and take care of the baby herself. Life is God's great gift. Make every effort to preserve it.—*British Workman*.

3. SPARED, BUT NOT SAVED.—A WORD IN SEASON.

A few years ago an infant son was very ill, and his mother thought he must die. Against this her fond affections revolted. She could not see her darling die. She could not give his beautiful form to the monster Death, and see him laid away in the dark loathsome tomb. He must not die:—and she prayed earnestly that his life might be spared. "Oh! spare him to my sight and my embrace: for his life I plead."

His disease began to yield. While she was watching with trembling hope by his cradle, a periodical in its accustomed mission came into her hands, and the first thing her eye rested upon was the article, "Spared, but not saved." She felt rebuked, and changed her petition that her boy might be "saved," even though he were taken from her then. "'Not my will, but thine, O Father, be done.' Let the soul of my child live, though his body be hid from my sight, and his fair form return to dust."

The little boy still lives, but that mother forgets not that hour of conflict, nor the timely monition which weakened her grasp on her heart's idol, and bade her trust in God's faithfulness and love.

J. in *British Mother's Journal*.

4. HOW MUCH DID YOUR CHILD COST YOU?

A little girl who loved the Saviour tried to follow his example of going about and doing good; and many were the hearts that she cheered by her kind words and deeds, and her sunny smile (for there are many many times when a smile will be a rich blessing to those around us). But God called her, when she was ten years old, to serve Him with the angels in glory. When they told her she was going to die, she looked up to her father, who loved her dearly, and did not know how to part with her, and said "Dear papa, how much do I cost you every year?"

He thought the child was delirious when she asked such a question, but he answered, to soothe her, "Well, dearest, perhaps forty or fifty pounds. What then, darling?"

"Because," said she, "I thought, maybe, you would lay it out this year in Bibles, for poor children to remember me by."

"Yes I will, my precious child," said the father, "I will do it every year as long as I live; and thus my Lilian shall yet speak, and draw hundreds and thousands after her to heaven."

She loved nothing so much as to serve God, and even when she lay in pain and feebleness on her dying bed, she forgot herself and her sufferings in the one thought, how she might do good to others, and glorify her Maker.

This is the spirit we want you all to have, who have been given to God as Lilian was and as Samuel was, to be used by Him.—*Little Crowns and how to Win Them*.

5. A CHILD'S FAITH.

In a town of Holland there once lived a very poor widow. One night her children asked her, in vain, to give them bread, but she had none. The poor woman loved the Lord and knew that He was good; so, with her little ones around her, she earnestly prayed to Him for food. On rising from their knees, her eldest child, a boy about eight years of age, said softly, "Dear mother, we are told in the Holy Book that God supplied his prophet with food brought by the ravens."

"Yes, my son," the mother answered; "but that was a very long time ago."

"But mother, what God has done once may He not do again? I will go and uncloze the door to let the birds fly in." Then dear little Dirk, in simple faith, threw the door wide open, so that the light of their lamp fell on the path outside.

Soon afterwards the burgomaster passed by, and noticing the light, paused, and thinking it very strange, he entered the cottage, and inquired why they left the door open at night.

The widow replied, smiling, "My little Dirk did it, sir, that ravens might fly in to bring bread to my hungry children."

"Indeed," cried the burgomaster, "then here's a raven, my boy; come to my home, and you shall see where bread may soon be had." So he quickly led the boy along the street to his own house, and then sent him back with food that filled his humble home with joy.

After supper little Dirk went to the open door, and looking up, he said, "Many thanks, good Lord," then shut it fast again; for though no birds had come, he knew that God had heard his mother's prayer, and sent this timely help.

6. NEVER GIVE UP.—AN ILLUSTRATION.

"I can't do it, father; indeed I can't." "Never say can't, my son; it isn't a good word." "But I can't, father. And if I can't, I can't. I've tried and tried, and the answer won't come out right." "Suppose you try again, Edward," said Mr. W——, the father of the discouraged boy. "There's no use in it," replied he. "What if you go to school to-morrow without the correct answer to this sum?" "I shall be put down in my class," returned Edward.—Mr. W—— shook his head, and his countenance assumed a grave aspect.

There was a silence of a few moments, and then the father said, "Let me relate to you a true story, my son. Thirty years ago, two boys about your age were companions. Both got on very well for a time; but, as their studies grew more difficult, both suffered discouragement, and each said often to his father, as you have just said to me, 'I can't.' One of these boys, whose name was Charles, had a brighter mind than the other, and could get through his task easier; but his father was very indulgent to him, and when he complained that his lessons were too hard, and said 'I can't do this, and

I can't do that,' he requested the teacher not to be so hard with him. But it was different with the father of the other boy, named Henry. 'Don't give up, my boy! Try again; and if not successful, try again and again. You can do it; I know you can.' Thus encouraged, the boy persevered, and in every case overcame the difficulties in his way. Soon, although his mind was not naturally so active as the mind of his companion, he was in advance of him.—When they left school, which was about the same time, he was by far the better scholar. Why was this? He did not give up because his task was hard; for he had learned this important lesson—that we can do almost anything, if we try.

"Well, these two boys grew up towards manhood, and it became necessary for them to enter some business. Charles was placed by his father with a surgeon, but he did not stay there long. He found it difficult in the beginning to remember the names and uses of the various organs of the body, and soon became so much discouraged that his father thought it best to alter his intentions regarding him, and he put him into a merchant's counting-house, instead of continuing him as a student of medicine. Here Charles remained until he became of age. Some few years afterwards he went into business for himself, and got on pretty well for a time; but every young man who enters upon the world dependent upon his own efforts, meets with difficulties that only courage, confidence, and perseverance can overcome. He must never think of giving up. Unfortunately for Charles these virtues did not make a part of his character. When trouble and difficulties came, his mind sunk under a feeling of discouragement; and he 'gave up,' at a time when all that was needed for final success was a spirit of indomitable perseverance that removes all obstacles. He sank, unhappily, to rise no more. In giving up the struggle, he let go his hope in the future; and ere he had reached the prime of life found himself shattered in fortune, and without the energy of character necessary to repair it.

"Henry was sent as a student of medicine to the same surgeon with whom Charles was placed. At first when he looked into the books of anatomy, and heard the names of bones, muscles, nerves, arteries, etc., it seemed to him that he could never learn these names, much less their various uses in the human body. For a short time he gave way to a feeling of discouragement; but then a thought of the many hard tasks he had learned, by application, came over his mind, and with the words, 'Don't give up!' upon his tongue, he would apply himself with renewed efforts. Little by little he acquired the knowledge he was seeking. Daily he learned something; and it was not long before he could mark the steps of his progress. This encouraged him greatly. Some new and greater difficulties presented themselves; but, encouraged by past triumphs, he encountered them in a confident spirit, and came off conqueror. Thus Henry went on while Charles gave up quickly.—In the end the former graduated with honour, and then entered upon the practice of the profession he had chosen. There was much to discourage him at first. People do not readily put confidence in a young physician; and he had three or four years before he received practice enough to support himself, even with the closest economy. During this long period, in which the motto, 'Don't give up,' sustained him, he unhappily got into debt for articles necessary for health and comfort. While this greatly troubled him, it did not dishearten him. 'I can and will succeed,' he often said to himself. 'Others have met and overcome greater difficulties than mine; why then should I give up?' A little while longer he persevered, and had the pleasure to find himself free from debt. From that time a prosperous way was before him, though he had often to fall back upon the old motto, 'Don't give up!' Many years have passed, and Henry is now professor of anatomy in ——— University."

"Why, father, that is you!" exclaimed the listening boy, the interest on his face brightening into pleasure. "Yes, my son," replied Mr. W.—; "I have been giving you my history." "But what became of Charles?" inquired Edward. "You know the janitor in our college?" said Mr. W.—. "Yes, sir." "He it is who, when a boy, was my schoolmate. But he gave up at every difficulty. See where he is now! He has a good mind, but lacked industry, perseverance, and a will to succeed. You can do almost anything, my boy, if you only try in good earnest. But, if you give up when things are a little hard, you must never expect to rise in the world, to be useful according to your ability, either to yourself or mankind. Now try the hard problem again; I am sure you will get the right answer." "I will try," said Edward, confidently; "and I know it will come out right next time." And so it did.—Far happier was he, after this successful effort, than he could have been, if yielding to feeling, he had left his task unaccomplished. And so will all find it. Difficulties are permitted to stand in our way that we may overcome them; and only in overcoming them can we expect success and happiness. The mind, like the body, gains strength and maturity by vigorous exercise. It must feel, and brave, like the oak, the rushing storms, as well as bask amid gentle breezes in the warm sunshine.—*British Mother's Journal.*

7. THE HISTORY OF TWO SCHOOLMATES.

A STORY FOR THE BOYS.

"Train up a child in the way he should go, and when he is old he will not depart from it."

Permit me to tell you a story concerning two school-boys, whom I well knew. They were not twins, as their names and ages might indicate. There was but a day's difference in their ages, and their names were John and Joseph.

They were schoolmates, but their parentage and circumstances were very different. John was fortunate in having pious parents, of temperate habits, who always instructed their children, by precept and example, in wisdom's ways, and against the ensnaring vices of the age, especially tobacco and rum.

But Joseph was unfortunate. Though his parents were church-members, yet his mother was a snuff-taker, and I believe the whole family were tobacco-users and brandy-drinkers; for his father kept a still-house for making cider-brandy, so that they always kept the "pure stuff" on hand, and of course used it liberally.

Joseph had a number of brothers, some of whom, as might be expected under such circumstances, found drunkards' graves; and they had things convenient, as one might fancy, for there was a burying-ground right opposite, and this, in connection with the still house, seemed very appropriate.

Joseph began to chew tobacco when quite young and continued it, and brandy-drinking also, which made him a sot in his teens. Think of it—a sot in life's early morning, when, if ever, life should be fair, joyous, and pure! Possessing as good natural advantages as John, or perhaps any other person, still, when the dew and freshness of youth should have been upon him, he appeared old and miserable, and, before he was twenty-one, he had paid the penalty of violated physical laws, and slept in a drunkard's grave,

"With his wealth of life all wasted."

But John took a different course. Adhering to the example and council of his parents, he has never used tobacco nor strong drinks. He has lived to see three times the age of Joseph, and is yet alive, in his sixty-third year, enjoying a good measure of health, and is a strong advocate of the anti-tobacco cause, and other reforms. He is the writer of this article, and this is a slight sketch of his own history, in contrast with that of his young companion.—J. M. in *Trask's Journal.*

8. THE POWER OF PENCE.

The Rev. J. B. Owen says:—A Manchester calico-printer was, on his wedding-day, persuaded by his wife to allow her two half-pints of ale a day as her share. He rather winced at the bargain; for, though a drinker himself, he would have preferred a perfectly sober wife.

They both worked hard; and he poor man, was seldom out of the public-house while the factory was closed.

The wife and husband saw little of each other except at breakfast but, as she kept things tidy about her, and made her stinted and even selfish allowance for housekeeping meet the demands, he never complained.

She had her daily pint, and he, perhaps, had his two or three quarts. At odd times, she succeeded, by dint of one little gentle artifice or another, to win him home an hour or two earlier at night and now and then to spend an entire evening in his own house. But these were rare occasions.

They had been married a year; and, on the morning of the wedding anniversary, the husband looked askance at her with some shade of remorse, as he observed—

"Mary, we have had no holiday since we were married; and only that I haven't a penny in the world, we would take a trip to see your mother."

"Would you like to go John?" asked she, softly, between a smile and a tear, to hear him speak kindly as in old times. "If you would like to go, John, I'll treat you."

"You treat me," he said, with half a sneer; "have you a fortune then?"

"Nay," said she; "But I have the pint of ale."

"The what?" said he, quite astonished.

"The pint of ale," was the reply.

John still did not understand her, till the faithful creature reached down an old stocking from under a loose brick up the chimney, and counting out her daily pint of ale in the shape of 365 three-pences (i. e., £4 11s. 3d.), put it into his hand, exclaiming, "You shall have the holiday, John."

John was aghast, astonished, conscience-smitten, charmed. He wouldn't touch it. "Haven't you had your share? Then I'll have no more," he said.

They kept their wedding-day with the old dame; and the wife's

little capital was the nucleus of a series of investments that ultimately swelled into shop, factory, warehouse, country seat, and a carriage.—*British Workman*.

9. CURIOUS ARITHMETICAL FACT.

If 12 persons were to agree to dine together every day, but never sit exactly in the same order round the table, it would take 13 millions of years at the rate of one dinner a day, and they would have to eat more than 479 millions of dinners, before they could go through all the possible arrangements in which they could place themselves. A has only one change, A B two, A B C six, four letters 24, five 120, six 720, seven 5,040, eight 40,320, nine 362,880, ten 3,628,800, eleven 33,916,800, twelve 479,001,600.—*Public Opinion*.

10. THE WORTH OF TIME.

To show us the worth of time, God, most liberal of all other things, is exceedingly frugal in the dispensing of that; for he never gives us two moments together, nor grants us a second till he has withdrawn the first, still keeping the third in his own hands, so that we are in perfect uncertainty whether we shall have it or not. The true manner of preparing for the last moment is, to spend all the others well, and ever to expect that. We dote upon this world as if it were never to have an end, and we neglect the next, as if it were never to have a beginning.—*Feuclon*.

11. TALENT APPRECIATED BY TALENT.

The notion that genius will excite the deepest reverence in those by whom it is least understood is an ever-recurring and yet manifest delusion. Talent is best appreciated by talent, knowledge by knowledge; and the man who imagines that the higher he is removed above his judges the more they will admire him, might equally expect that he would look larger the farther he receded, or his voice sound louder the greater the distance from which he spoke. Excellence must be perceptible before it can be applauded, and for a cultivated understanding to display its stores to untutored ignorance is much like exhibiting colors to the blind. Thus Johnson was subjected to the complicated misery of conscious power, general neglect, and helpless poverty; and, with his expectations baffled, wretched in the present and without hope for the future, a less gloomy temperament than his would have been sunk in despondency.—*Early Life of Johnson*.

12. A PLEA FOR THE DOZEN.

A schoolmaster, in a letter to the *Times*, says: "Though not descended from a six-fingered family, the Englishman uniformly reckons by the dozen. His very earthly existence is measured by his favourite number. At twelve he is in the thorough enjoyment of mere being; at twice twelve, in the full vigour of mental and corporal maturity; and at three times twelve at high tide of domestic happiness. At four times twelve he has reached the extreme verge of the table land of life; at five times twelve he has touched or nearly so, his grand climacteric, thinks of his latter end, and makes his will, and at half-a-dozen times a dozen, he is gathered to his fathers. Shirts for his back, buttons for his coat, and nails for his coffin, are manufactured and sold all per dozen. He furnishes his house from the wine-cellar to the napery-closet, with articles per dozen. He arms his ships with guns, regulates the weight of their balls in pounds, and administers discipline to those that work them, all per dozen. He fearlessly commits his property, his fame, and his life, to twelve of his peers, not to ten. His readiest measure for small things is his thumb, a dozen of which he calls a foot; and his commonest coin is a shilling, which he breaks into a dozen of pence. Rather than use a power of ten he adds a dozen to the 100th., and calls that 1 cwt. He indites his lucubrations on slips of 12, or quires of twice 12 sheets, with metallic pens assorted per dozen, and publishes his opinions, if he writes for the press, in "folios of four pages;" if fellow of a learned society, in quarto; if on the staff of a review or magazine, in octavo; if he works for the million, in twelves—never in decades. Homer is divided into twice 12 books; Virgil and Milton into 12 each. Spenser proposed to give twelve books, each of twelve cantos, and another noble poet says:—

"I've finished now
Two hundred and odd stanzas as before,
That being about the number I allow
Each canto of the twelve or twenty-four."

The year (from the division of the Zodiac, of immemorial antiquity) is divided into twelve months—the day and the night into twelve hours each; and not even the French, when at their maddest they abolished the religious week, ventured to unbind the fasciculus

of the months and hours. Inorganic matter has declared against decimals, for the discrepancies between the authorities for the atomic weights of the chemical elements are greater than their average would be from the nearest multiple, or submultiple of the dozen.

"Had we single marks for ten and eleven, our language, and our notation would be complete in the duodecimal scale; and when the great body of the people are educated and taught arithmetic intelligently, and not by empiric rules and formulae, the transition to that scale will most certainly come.

"In the meantime, to force the decimal scale on a nation which by the light of nature, has pronounced so unmistakably against it (not one unit in the popular measure of space, time, weight, or value being divided, or bound up decimally), would be nothing short of insanity."—*English Journal of Education*.

13. LEARNED DOCTORS.

Besides other titles to public estimation won by the profession, there is that which is due to the increasing amount of mental culture among our brethren, and which must inevitably lead to their gradual elevation in the social scale. At all periods in the history of our art there have been men eminent at the same time for their professional skill and for their general learning. Dr. Freind thus speaks of some of the Greek physicians:—"If we compare any of the Greek writers in our faculty, from the very first of them—Hippocrates—to the time we are now speaking of, with the very best of their contemporaries of any art or profession whatever, they will be found not at all inferior to them, either in the disposition of their matter, the clearness of their reasoning, or the propriety of their language. Some of them have even written above the standard of the age they lived in, an incontestable instance of which is Aretæus * * * Galen himself was not only the best physician, but the best scholar and writer of his time; so great an honour have these authors done to their profession, by being versed in other arts and sciences as well as their own. (*History of Medicine*, vol. i., p. 220).

It was not less so in later times. Jerome Cardan was so celebrated for his practical skill, that an Archbishop of St. Andrew's sent for him from Padua; and on his way, the Italian physician prescribed for our poor young king, Edward the Sixth. But he was not less renowned for his learning. He invented a system of arithmetic, and a system of algebra. He wrote treatises on the sphere, on circles, on Ptolemy's geography, and on Euclid's Elements; also on astrology, on chiromancy, on physiognomy, on fate, and on games of chance. Among his miscellaneous works we find mention of epigrams and poems, and of discourses on wisdom, on consolation, and on the immortality of souls. His professional writings were considerable, the chief being a "Commentary on Hippocrates;" also a work entitled "Contradictiones Medicorum," and another, "De Malo Medendi Usu." In the 17th century flourished Sir Thomas Browne, author of immortal works, which not only proved him to be master of all the science of his own and of past ages, but which now, after having been for a time partially forgotten, are placed on the same shelf with the best productions of English literature. And in the next century Dr. Meade was not only the most eminent physician in London, but his name was dear to every one in Europe who cared for science, and learning, and the fine arts. But why should we go for instances beyond our own locality, when we can remember Dr. Pritchard, who possessed an amount of knowledge and power that might have been divided amongst several persons, every one of whom would have been endowed sufficiently to attain to high renown in the several departments of science with which Mr. Pritchard's name is indissolubly united. Echnology, the science of language, psychology, and practical medicine, may all point to him as one of the illustrious dead.—*Dr. Symonds' Address, Social Science Review*.

14. THE CHINESE LANGUAGE IN ENGLAND.

Before Hongkong was ceded to the British Crown in 1842, no thought of teaching Chinese in England was entertained. There had been before that time means afforded for this object in France, Germany, Russia, and Bavaria; but it was not until 1847 that the Professorship of Chinese was endowed in King's College, London, mainly by the energy and liberality of the late Sir George Thomas Staunton, Bart., for the purpose of affording to gentlemen about to proceed to the East the benefit of instruction in the rudiments of the Chinese language. Since that time more than twenty gentlemen have been appointed by Her Majesty's Government, from the Chinese class, to posts in China as Student Interpreters; and several who are now holding lucrative offices in mercantile firms in Hongkong and Shanghai commenced, and prosecuted with success, the study of Chinese at that college.—*Chinese & Japanese Repository*.

15. WEATHER WARNINGS IN ENGLAND.

The first cautionary or storm-warning signals were made in February, 1861; since which time similar notices have been given, as occasion needed. In August, 1861, the first published forecasts of weather were tried; and after another half-year had elapsed for gaining experience by varied tentative arrangements, the present system was established. Twenty-two reports are now received each morning (except Sundays), and ten each afternoon, besides five from the Continent. Double forecasts (two days in advance) are published, with the full tables (on which they chiefly depend), and are sent to eight daily papers, to one weekly, to Lloyd's, the Admiralty, the Horse Guards, the Board of Trade, and the Humane Society. The forecasts add almost nothing to the pecuniary expense of the system, while their usefulness, practically, is said to be more and more recognized. Warnings of storms arise out of them, and (scarcely enough considered) the satisfaction of knowing that no very bad weather is imminent may be great to a person about to cross the sea. Thus their negative evidence may be actually little less valuable than the positive. Prophecies or predictions they are not; the term forecast is strictly applicable to such an opinion as is the result of a scientific combination and calculation, liable to be occasionally, though rarely, marred by an unexpected "downrush" of southerly wind, or by a rapid electrical action not yet sufficiently indicated to our extremely limited perception and feeling. We shall know more and more by degrees.—*Fitzroy's Weather Book.*

16. POPULAR EDUCATION IN ENGLAND.

The speech of Earl Russell at the Annual Meeting of the Friends of the British and Foreign School Society, is the speech of a man who has a real faith in popular education. He avoids all over-statements, which by producing re-action do more damage than benefit to any cause. And so Lord Russell does not attribute the diminution of crime to the spread of education; for, as a politician, he knows that the general prosperity of a country, and the cheapness of food, must greatly contribute to the diminution of taxes which are imposed for the repression of crime, or as Lord Lyveden less elegantly puts it, such a result may be owing as much to "full stomachs as to full brains." Ignorance may be the companion of crime, but it does not follow that therefore it is its cause. An instructed child implies a painstaking parent, and an ignorant child stands for a careless one, and the child of a careless parent will be not only ignorant but prone to crime. Mere knowledge will not of itself have any direct tendency to preserve from crime, except so far as it proves parental anxiety, and places within the reach the means of honest livelihood. But religious education has a direct as well as indirect tendency to preserve from crime. By religious education, we mean religious training, the regulation of conduct upon religious principles, the early-formed habit of referring all actions to the Word and Will of God, and of feeling that an Over-seeing Eye is over us. And yet with all that is here said, there is no doubt that knowledge has the tendency to restrain from crime, so far as it produces clearer views of self-interest. An ignorant man may break the law and think that he is justified in resisting the selfishness of the dominant classes. Earl Russell has therefore well contrasted the behaviour of the working classes in 1817 with that of the present period. It was ignorance of the first principles of political economy and of the fundamental laws which govern society, that led to agrarian riots and to the destruction of machinery. Increased knowledge, and the spread of popular education, have saved the machinery of our cotton mills at the present crisis. So far knowledge preserves a people from that sin which consists in outward "transgression of the law," but we must look to the hearths of those working men in the North, where religious faith has been the basis of popular education for the results not only of endurance of evils which they feel cannot be avoided, but of beautiful resignation and Christian patience under unparalleled privations.

The present system, introduced by the Minutes of 1846, wisely recognises the duty on the part of the higher social class, to contribute to the education of the poor. The principle has tended to weld together the rich and poor, and the re-payment is received not only in the improved condition of the whole country, but in the social bond which is thus formed between rich and poor. There were some excellent remarks introduced by one of the speakers at the meeting to which we alluded at the beginning of our observations. Under the existing system the child of the poor man is made a debtor to the family, the neighbour, and the State, and the tendency is to put him in sympathy with all three. There is no doubt that it is the poor man's duty to make a sacrifice for the education of his children; but if the duty is neglected, the wealthy neighbour and the State both suffer, and all past experience goes to show that it will be neglected. If the State undertake it, the tie between the social orders becomes weak. The cheerful aid of the more wealthy is the most wholesome form of aid, and the province

of the State is to excite that aid where it is possible, and to supplement it where it is not. We fully agree with the concluding remarks of one speaker, when he said, "I have no objection that these questions should be re-opened; but I trust that the English people, having been led so far in a right way, will not, in any time of apathy, permit any person, whoever he may be, to run away with any one of these great principles, either the combination of private and public action, or the steady aim of giving to the children of the whole people the very best education which we can give to them."—*Papers for the Schoolmaster.*

VII. Educational Intelligence.

BRITISH AND FOREIGN.

— BRITISH AND FOREIGN SCHOOL SOCIETY.—The fifty-eighth annual meeting of this society was held in the school-room, Borough road, the Right Hon. Earl Russell in the chair. Previous to the meeting an examination of the pupils in the school took place in another part of the building; at the conclusion of which the noble chairman said that he had never been more satisfied with the result of the examination than on the present occasion, and he was particularly pleased with their knowledge of the Scriptures. He trusted that the lessons they had learned at that school would not be forgotten in after life. A lengthened report was read by the Secretary, which, after a feeling tribute to the memory of the late Marquis of Lansdowne, stated that the average attendance at the model-school in Borough-road was 607; the number in the girls' school was 286. The agencies of the society have continued in active and successful operation during the year. In the training department, provision is now made for the instruction and residence of 200 students; at the Christmas examination for certificates all were presented and all passed, the proportion in the first class being very large. The inspection of schools is systematically pursued, to the advantage of both teachers and committee. The total income of the year had been £16,205 14s. 7d.; and the expenditure £11,585 8s. 8d.; leaving, with the sum debited for school materials and other expenses, a balance of £114 15s. 2d. The adoption of the report was moved by Lord Lyveden, and seconded by Mr. Hanbury, M.P. The Rev. Mr. Arthur moved a resolution declaring that the present state and prospects of elementary education were highly encouraging, and a strong inducement to increased efforts. Other resolutions were proposed and carried, including a vote of thanks to her Majesty for continued patronage and support. Earl Russell said, as there was only one more resolution to be proposed, and that concerned himself, he hoped the meeting would excuse him for not waiting for it, as he had a shop in Whitehall to attend to—(laughter)—and there was another society which met in Palace-yard, whose meeting he was expected to attend that evening. (Renewed laughter.) He thanked the society for what it had done in promoting instruction. He should doubt the stability of that teaching, if he did not feel that the institution gave a scriptural and not a mere secular education. Experience had proved that they had selected the true principles to work upon, and, in order to make it a national benefit, it must comprehend the whole country. The noble earl then contrasted the conduct of the people of Lancashire in their distress at the present time with that of the people during the distressed periods of 1801 and 1819, and contended that the difference was entirely attributable to the improved mental condition of the people through education.—*English Journal of Education.*

— EDUCATION BLUE BOOK IN ENGLAND.—The report of the Committee of Privy Council on Education for the year 1862, issued in June, states that during the year 1862, as compared with 1861, the number of schools or of departments of schools under separate teachers which were actually inspected were increased by 18, and the number of children by 28,736. A comparison of these two numbers proves that the schools have been better attended than heretofore. The number of pupil-teachers was diminished by 525; the number of certificated teachers increased by 417; of students in training to become schoolmasters and schoolmistresses by 118; capita-tion grants were paid on 26,108 more children. This last number, agreeing closely with the increase in the number of children inspected, confirms the proof of better attendance. The number of new school-houses built was 157, comprising (besides class-rooms) 268 principal school rooms and 129 dwellings for teachers; 92 other schools were enlarged, improved, or furnished afresh; accommodation was created for 38,615 children (exclusive of the schools improved or nearly furnished, but not enlarged). During 1862, as during 1861, 60 inspectors, including 24 assistant-inspectors, were

employed in visiting schools and in holding examinations. They visited 10,918 daily schools or departments of such schools under separate teachers. They found present in them 1,057,426 children 8452 certificated teachers, and 14,881 apprentices. Of the schools or departments 2179 were for boys only; 2117 for girls only; 4764 boys were instructed together; 1597 were confined to infants (children under seven years of age); and 561 to night scholars. Of the children, 588,815 were males, and 478,611 were females. The female scholars are 47·78 per cent. on the whole number. This percentage remains nearly constant; it was identically the same in 1860; in 1859 it was 48·49; in 1861 it was 45. The percentage of females upon the whole population over 8 and under 15 years of age in 1851 was 49·7. The difference in the percentage of female scholars is explained by the demands of a poor man's home upon the services of his daughters, particularly as the nurses of younger children, from a very early age. The inspectors also visited 40 separate training colleges, occupied by 2972 students in preparation for the office of schoolmaster or schoolmistress. In December last these students and 2705 other candidates were simultaneously examined for the end of the first or second years of their training, or for admission, or for certificates as acting teachers. The inspectors also visited 408 schools for pauper children, containing 38,885 inmates, and 87 ragged or industrial schools, containing 2818 inmates. In comparing the expenditure of 1862 with that of 1861, there is a decrease of 38,698*l.* 13*s.* 9*d.* Decrease occurs under the heads of—Building, 40,463*l.* 8*s.* 7*d.*; books and apparatus, 6805*l.* 13*s.* 8*d.*; pupil-teachers, 4756*l.* 0*s.* 10*d.*; industrial schools, 2820*l.* 15*s.* 7*d.*; other heads, 695*l.* 18*s.* 3*d.*—total, 57,541*l.* 16*s.* 11*d.* On the other hand, an increase to be set off under the following heads: Certificated teachers, 9548*l.* 18*s.* 6*d.*; assistant-teachers, 740*l.* 0*s.* 7*d.*; capitation, 5287*l.* 8*s.* 8*d.*; training colleges 2834*l.* 18*s.* 7*d.*; other heads, 431*l.* 16*s.* 10*d.*; total, 18,848*l.* 3*s.* 2*d.*

— ENGLISH CONGREGATIONAL BOARD OF EDUCATION.—The annual meeting in connexion with this board was recently held in the Congregational Library, Bloomfield Street, Finsbury. Mr. Samuel Morley presided. The report stated that the circumstances of the last year had been of an encouraging character. The income had been £1,694 18*s.* 7*d.*, and the expenditure £1,390 3*s.* 6*d.* The chairman said there was much in their present position which ought to be matter of deep thankfulness. They believed that education ought to be religious, and that it was the duty of the parent to provide it for the child. Except in special exceptional cases, he thought the best thing the State could do for education was to let it alone. Mr. Charles Reed moved the adoption of the report, which was seconded by the Rev. J. Viney. Mr. Baines, M.P., in supporting the resolution, said he felt grateful to the gentlemen who had perseveringly maintained sound principles on the question of education. He also felt the deepest sympathy with those persons who were training themselves for the important work of teaching. The resolution was unanimously adopted, and addresses were afterwards delivered by several other gentlemen.—*English Journal of Education.*

— ENGLISH RAGGED SCHOOL UNION.—The nineteenth annual meeting of the friends and supporters of this society, at which the Earl of Shaftesbury presided, was lately held at Exeter Hall. The report gave in detail the statistics of attendance at the different schools, which amounted in the aggregate to about 26,000. The industrial scholars numbered 2,850; voluntary teachers, 2,700; paid teachers, 860; paid monitors, 460. The number attending parents' meetings was on the increase. There were now 26 Bands of Hope, with 4,200 members, and the number of school libraries had increased to 66, with above 10,000 volumes. The number sent to situations during the year was still large. The shoeblack societies continued to prosper; there were eight in number, and comprised 378 lads, whose united earnings for the year lately ended amounted to no less than £6,222. The receipts during the past year, including a balance of £1,289 1*s.* 8*d.*, amounted to £5,908 9*s.* 5*d.*; and after providing for the necessary expenditure, the balance in hand was £561 7*s.* 4*d.* The meeting was addressed by the noble chairman, who dwelt at some length on the benefits attendant on ragged schools, whose operations he desired not only to maintain but to extend, as much good still remained to be done; and concluded by making a strong appeal for additional aid in support of the Institution. The report was adopted, and addresses having been delivered by the Bishop of Goulburn and several other gentlemen in advocacy of the union, a resolution was proposed and carried that more funds were required to continue the good work now in operation.—*English Journal of Education.*

— ROYAL NAVY FEMALE SCHOOL.—The annual meeting in connexion with this school, which is situated at Isleworth, was lately held at the United Service Institution; the Earl of Shrewsbury in the chair. The report stated that the committee sincerely regretted the death of the late Captain Gladstone, M.P. At the close of the year the number of pupils belonging to the school was 89, and of these 56 were on the reduced scale of payment at £12 per annum. During the year an addition of £250 Consols had been made to the invested capital from money received as legacies and donations, and the amount of annual subscriptions had been greater than that of any former year. Exclusive of legacies, amounting to £1,019 10*s.*, and donations and life subscriptions, comprising a sum of £265 10*s.*, the ordinary income had been £3,865 5*s.* 9*d.*, while the expenses amounted to £4,099 10*s.* 2*d.*—*English Journal of Education.*

— DEGREES FOR LADIES.—The University of London has refused to grant to females the privilege of competing for its degrees. In the French news of April 7, however, we find that a young lady, whose name is Emma Cheou, appeared at the Sorbonne, as a candidate for the degree of "bachelor," and passed the examination, taking a high degree, amidst the applause of the students.

— ETON BOYS' MAGAZINE.—The Eton boys have re-established a magazine, called *Etonensis*, and their first number is a very creditable performance. There is an essay on Arthur Hallam, very nicely written, and one on words set to music, which shows humour and literary skill. The grandeur of the youthful editors is rather amusing. Of one essay which they decline, they say, "of this effusion they will say no more than that its want of the poetic element disqualified it at once from appearance in our pages." The editors are classical, but, as Mr. Pecksniff puts it, "pagan, we regret to say." They announce for July the appearance of certain papers, not "*D. V.*," nor even "*Deo volente*," but "*Disi volentibus*." We trust the divinities invoked may prove propitious, as the lads really show a good share of literary capacity.—*Spectator.*

— ARCHITECTURAL IMPROVEMENTS AT CAMBRIDGE.—The *Athenæum* of the 22nd of last month gives the following account of the architectural improvements now in progress in the University of Cambridge:—The most important of these is the extension of St. John's College, the site of which has been enlarged by the appropriation, under a private Act of Parliament, of St. John's Lane and the whole of the western side of St. John's Street. A new chapel and master's lodge have been already commenced, from the designs of Mr. G. G. Scott. The chapel will bear a close resemblance to that of Exeter College, Oxford, which was designed by the same gentleman. It will, however, be of far greater dimensions. The present chapel will be pulled down, and its site thrown into the first court, while a considerable enlargement of the Hall will be effected by taking in the combination-room, the fine gallery in the present master's lodge being designed as the apartment wherein the Fellows shall, for the future, sip their post-prandial wine. The entrance to the new Lodge will be from Bride Street. In pulling down a number of old buildings during the progress of the works an interesting discovery was made of a handsome piscina, which, no doubt, formed part of the Hospital of St. John, the ancient foundation upon which the present college was engrafted, in the reign of King Henry the Eighth. A want which has been long felt in the University will be supplied by the new lecture-rooms now in course of erection in the Old Botanic Garden. Mr. A. Salvin is the architect; but, although there can be no question as to the convenience of the buildings, it must be acknowledged that they have no pretensions to architectural beauty. At Pembroke College improvements of a minor character are in progress; they consist principally of restoring the stone-work of the ancient windows. The long-contemplated alterations in Great St. Mary's Church are now rapidly progressing. The gallery for the heads and professors, known as "Golgotha," has been entirely removed, and the chancel will be fitted up with stalls of an elaborate character, designed by Mr. Scott. It is expected that the church will be re-opened for Divine Service at Christmas. Meanwhile the University sermon is preached in King's College Chapel, but unfortunately that superb edifice is by no means well adapted for hearing. The new Church of All Saints is being erected on a site opposite the entrance to Jesus College. It is to be regretted that, owing to the inadequacy of the funds, Mr. Bodley, the architect, has been compelled to modify his plans very considerably, and the erection of the spire, a conspicuous feature in the design, is indefinitely postponed. The old church of All Saints will, on the completion of the new one, be taken down, and consequently the street opposite St. John's and Trinity Colleges will be considerably widened and improved. It is rumoured that the authorities of St. John's College are anxious that the

monument to Kirke White should be removed to their new chapel; but the parishioners of All Saints are opposed to the project.

— **EDUCATION IN SCOTLAND.**—*The Established Church.*—The report of the Education Committee presented to the Church states that the number of schools supported by them in 1863, is 195, of which 170 are mixed and 25 female; the number of teachers is 195, of whom 90 hold Government Certificates. The attendance throughout the year is 19,318, exclusive of Sabbath schools. The income was £4438, a decrease of £359 in 1862, against £5364 of expenditure, an increase of £326 in 1862. At the Edinburgh Normal School, there was in training 193 Queen's scholars; at Glasgow, 172. These numbers are 92 in excess of 1862. The Privy-Council ordered this excess to be dismissed. The Committee remonstrated, and have been able to make a satisfactory arrangement for continuing them without incurring debt. The income of the Edinburgh Normal School is £3556; the expenditure £3632. Of Glasgow, income, £5522; expenditure, £5509. The Committee have made special inquiries into the professional history of all the students trained by them during the last four or five years, with a view to meet the Privy-Council statement that only 50 per cent. of the female students, and 60 per cent. of the male students, became elementary teachers. The returns obtained established that of 314 female students trained during the four and a half years ended December 1861, after deducting those dead or married or waiting for appointments, less than 10 per cent. were not actually engaged in elementary schools. The returns of male students for the four years ended December 1862, showed that of 112 young men trained for two years in Glasgow, only 3 per cent. were not in elementary schools; and of 197 trained in Edinburgh for one or two years, 16 per cent., after deducting, in both cases, those dead, in bad health, and waiting for appointments.—With regard to the Minute of March 21, on Normal Schools, the Committee feel grave doubts whether, under its provisions, the Normal Schools can be maintained; but they have formed a plan of working which, if approved of by the Privy-Council, affords the only ground for a reasonable expectation that they will be able to maintain these important institutions. From Presbyterian returns, it appears that 200 parochial teachers are reported as holding certificates of merit,—probably an under-estimate. The Committee also find that about 30 per cent. of those trained as pupil-teachers enter other professions than the scholastic at the close of their apprenticeship. The General Assembly also adopted a recommendation of a Committee, "That three regular sessions at the Divinity Hall shall be held as constituting a full curriculum." They also sent down an overture for the consideration of Presbyteries, recommending that the literary examination of students, prior to entering the Divinity Hall, should be conducted by a special Committee instead of by the different Presbyteries of the Church. At the same time it was resolved to transmit to Presbyteries an overture submitted by Mr. Campbell Swinton, proposing that students who have taken the degree of M.A. in a Scotch University, should be exempted from the literary examination above referred to.

— **THE FREE CHURCH.**—The number of schools in connexion with this Church for 1862-3, is 607, with 680 teachers and 61,354 scholars. The income of the Fund to 31st March 1863, is £16,275, an increase of £844 on 1862. The charge on the College Fund of the Free Church for 1863, is £2399; the discharge £3609, leaving a balance of £380. The number of students at Edinburgh was 111, of whom 19 are Gaelic speaking; at Glasgow 61, of whom 16 are Gaelic speaking; at Aberdeen 32, of whom 6 are Gaelic speaking. Total 204, of whom 41 are Gaelic speaking.

— **GLASGOW UNIVERSITY.**—Lord Palmerston, as Rector of Glasgow University, has presented a donation of one hundred guineas, to be given in three prizes, to be competed for by the students enrolled during his lordship's rectorate; one prize of £36 each year.—*English J. of Education.*

— **EDUCATION IN GERMANY.**—The fourteenth congress of the school masters of Germany has just been held at Mannheim; the sittings having lasted three days. Among the questions discussed were the best methods of developing memory in children; the means of awakening in them a love of country; the advantages resulting from a larger share being given to gymnastic exercises in education; the study of music, especially of national songs; the necessity of teaching children, with the greatest care, the history of their country, and especially the great deeds and victories of the German people, &c.

— **PRICES OF GERMAN DEGREES.**—An English paper says: We report the trade of obtaining German degrees for Englishmen to be in a flourishing condition. The dealers are enabled to pay for their advertisements, and purchasers continue to be found. We have already published the

price of Giessen, Jena, and Erlangen degrees (Giessen: Ph. D., £14 10s.; LL.D., £22 10s. Erlangen: Ph. D., £15.; and Jena, Ph. D., £15); and now we are enabled to give the latest price current for Rostock, in Mecklenburgh-Schwerin. We subjoin the latest prices: Ph. D. and M. A. together, £12 12s. LL.D., £17 18s., and M.D. £30 3s. If you assure the agent "that your intention is to proceed" for the degree, he will (in turn and without knowing who you are, or what are your qualifications) ensure to you the certainty of obtaining the diploma."

— **PROGRESS OF NATIVE EDUCATION IN INDIA.**—A petition from sixty-five of the head men of Coorg, India, has been presented to the Government in which they affirm that although six years ago they manifested a dislike to a school established among them, it has done so much good, been so well conducted, and the great influx of European settlers makes the education of their children appear so necessary, that they have subscribed £600 to endow the school, at the same time asking the State for £1100 more. This, Lord Elgin has gladly promised.

— **AGRICULTURE IN BROWN UNIVERSITY.**—The State of Rhode Island has entered into an arrangement with Brown University, by which the University is to maintain an Agricultural Department, and to receive the agricultural scrip issued by the United States to States accepting the grant.

UPPER CANADA.

— **WOODSTOCK SCHOOLS.**—**OBITUARY**—Died at Woodstock, on Sept. 6, after two weeks' illness, Charlotte Sutherland, youngest daughter of Hector Sutherland, aged 20 years and 8 months. The sudden death of Miss Sutherland, one of the teachers of our public school has affected deeply this community. Her acquired accomplishments, and natural nobleness of mind, added to her striking personal attractions, won for her a large circle of friends. Her usefulness in her public capacity has been too often dwelt upon by those competent to speak, to require notice on this occasion. The sudden bereavement which this young lady's death has produced in the family circle, need not to be told in these columns, but the following extract of the proceedings of the Board of Trustees is a fair index of the deep respect entertained for her worth: At a special meeting of the Board of School Trustees, held on Monday September 7, 1863, every member being present, it was moved, seconded, and carried unanimously: "That Whereas, One of our School Teachers, Miss Charlotte Sutherland, who conducted her examination of pupils on the 31st of July with great energy, and in apparent health, has, by the decree of Providence, been unexpectedly cut off in the prime of life, the Trustees, therefore, being desirous to manifest their esteem for a most amiable young lady, of great zeal and faithfulness in the discharge of her duties: Resolves, That out of respect for her memory, the members of this Board, with their Local Superintendent, attend the funeral of Miss Sutherland, on the 8th inst; that any teacher may be absent from school duties for the same purpose; and that the department over which she presided be altogether closed on that day."

VIII. Departmental Notices.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS AND PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

ASSORTED PRIZE BOOKS IN PACKAGES.

Selected by the Department, for Grammar or Common Schools, from the Catalogue, in assorted packages, as follows:

Package No. 1. Books and Cards, 5cts. to 70cts each	\$10
" No. 2. Ditto ditto 5cts. to \$1-00 each	\$16
" No. 3. Ditto ditto 5cts. to \$1-25 each	\$20
" No. 4. Ditto ditto 10cts. to \$1-50 each	\$26
" No. 5. Ditto ditto 10cts. to \$1-75 each	\$30

Package No. 6. Ditto	ditto	10cts. to \$2.00 each.....	\$36
" No. 7. Ditto	ditto	15cts. to \$2.25 each.....	\$40
" No. 8. Ditto	ditto	15cts. to \$2.50 each.....	\$46
" No. 9. Ditto	ditto	15cts. to \$2.75 each.....	\$50
" No. 10. Ditto	ditto	20cts. to \$3.00 each.....	\$56
" No. 11. Ditto	ditto	20cts. to \$3.25 each.....	\$60
" No. 12. Ditto	ditto	20cts. to \$3.50 each.....	\$66
" No. 13. Ditto	ditto	25cts. to \$3.75 each.....	\$70
" No. 14. Ditto	ditto	55cts. to \$4.00 each.....	\$76
" No. 15. Ditto	ditto	25cts. to \$4.25 each.....	\$80
" No. 16. Ditto	ditto	30cts. to \$4.50 each.....	\$86
" No. 17. Ditto	ditto	30cts. to \$4.75 each.....	\$90
" No. 18. Ditto	ditto	30cts. to \$5.00 each.....	\$90
" No. 19. Ditto	ditto	35cts. to \$5.25 each.....	\$100
" No. 20. Ditto	ditto	35cts. to \$5.50 each.....	\$120

Special Prizes, in handsomely bound books, singly at from \$1.05 to \$5.50. In sets of from two to six volumes of Standard Literature, at from \$9.00 to \$10.00 per set.

* Trustees are requested to send in their orders for prizes at as early a date as possible, so as to ensure the due despatch of their parcels in time for the examinations, and thus prevent disappointment.

NEW MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; a Map of Steamship Routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and just published under the supervision of the Educational Department for Upper Canada. Price \$6.

FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS, &c. &c.

[Insert Post Office Address here.]

SIR,—The [Trustees, or Board of Trustees, if in Towns, &c.] of the School being anxious to provide [Maps, Library Books, or Prize Books, &c.] for the Public Schools in the [Section, Town, or Village, &c.] hereby make application for the &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to for Public Schools. The selected are *bona fide* for the; and the CORPORATION HEREBY PLEDGES ITSELF not to give or dispose of them, nor permit them to be given or disposed of, to the teacher or to any private party, OR FOR ANY PRIVATE PURPOSE WHATSOEVER, but to apply them solely to the purposes above specified in the Schools of the in terms of the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the Station of the Railway, addressed to

IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of* this day of, 186-.

Amount remitted, \$...

Trustees must sign their { } { Corporate seal to be placed here. }
own names.

To the Chief Superintendent of Education, Toronto.

NOTE.—Before the trustees can be supplied, it will be necessary for them to have filled up, signed and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the one hundred per cent. will be added to the remittance, and the order, so far as the stock in the Depository will permit made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of \$2 additional, have one engraved and sent with the articles ordered.

* If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be NECESSARY FOR THE TRUSTEES TO SEND NOT LESS THAN five dollars additional for each class of books, &c., with the proper forms of application for each class.

† The one hundred per cent. will not be allowed on any sum less than five dollars. Text books cannot be furnished on the terms mentioned above: they must be paid for in full, at the net catalogue prices.

POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, and be open to inspection, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post-office fine of nearly fifty per cent. for non-payment.

INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which the post marks are very indistinct, or altogether omitted. These marks are often so important, that Postmasters would do well to see that the requirements of the Post-office Department, in relation to stamping the post-mark on letters is carefully attended to.

DISTRIBUTION OF JOURNAL OF EDUCATION.

In consequence of the number of Local Superintendents who, for various reasons, have declined personally to superintend the distribution of the *Journal of Education* in their respective townships, it is suggested that each Local Superintendent should make arrangements at the post offices within the bounds of their respective fields of labour, for the prompt and regular delivery of the *Journal*. All copies not called for within a reasonable time, should be returned to the Educational Department.

NO PENSIONS TO COMMON SCHOOL TEACHERS

UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum." No pension will be granted to any teacher who has not subscribed to the fund, in accordance to the preceding regulations of the Council of Public Instruction.

Annual Announcement of the

MEDICAL DEPARTMENT OF VICTORIA COLLEGE.

THE WINTER SESSION will commence on the 1st of October next, and end on the 31st of March following. It will be conducted as usual, under a full staff of Professors.

The Students can avail themselves of the advantages of the Toronto General Hospital and the Richmond Street Dispensary as usual.

Matriculation may be at the Pupils' option in the London Pharmacopoeia, or Gregory's Conspicuous, or Casar's Commentaries, or Sallust's Catalogue, or any other Latin author.

The examination of candidates for graduation may be written and oral, or, if the candidate prefers it, entirely oral.

The Courses of the College are recognized by the Royal College of Physicians, London, and by the Royal College of Surgeons, England.

For further particulars apply to the Dean of the Faculty, the Hon. JOHN ROLPH, M.D., LL.D., 20, Gerrard Street, Toronto.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum, back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B., Education Office, Toronto.

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CARDINAL WISEMAN ON SELF-CULTURE.

The inaugural address of the Polytechnic Institution, Southampton, was delivered on the 16th ult., in the hall of the Hartley Institution, by Cardinal Wiseman, on "Self-culture." The topic is so important, and was so ably discussed, that in transferring some portions of the address, as reported, to these pages, we feel that it is doing a service to many who are seeking to improve their minds by self-culture. After stating that his aim was not to stimulate to extraordinary energies, or unduly to excite ambitious thoughts and aims, so much as to make every one feel it was possible so to fill the position in which he might be placed by Providence, as to respect himself and be respected by others, the Cardinal proceeded:—"Self-culture," he said, "was, in fact, the essence of all education. Education, supposed to be given to a passive and unresisting object by any amount of external pressure that might be applied to it, was a mere folly. A certain amount of information might be poured into the ears and understanding of a man, but he was not thereby educated. No one believed that the art of healing consisted in the application of mere external remedies. The art of curing recognized the healing in the vital power. It existed in the constitution, in the frame, and the object of medicine was in bringing forth those latent curative powers of nature which had to act in a given way. Although outward appliances might assist indirectly, the main object was to stimulate and assist those latent powers given by nature, and the cure, so to speak, wisely aided and seconded, was in ourselves. And so with respect to the mind. Lectures and *conversations*, and libraries and museums, were all

ends to education. But the true, the real education, was that which was performed within, and which none but the individual could perform for himself. Self-culture might be divided into three distinct ranges or spheres, and had to be applied,—first, to the intellectual powers; secondly, to the power of acquisition—the power of aggregating what is without to our own minds; and, thirdly, to the cultivation of the moral powers. These three powers were distinct. The first, the cultivation of the intellectual power, had little or no aid from without. That was a work from within. Each man must cultivate his own intellect, his power of judgment, his power of acting, through the operations of his own mind. The second, the power of acquisition, was of a mixed character. It was the power of bringing into our minds, and under the judgment of the intellect, that which was prepared by others, which we did not ourselves make, and which was not within us. It was mixed. There was the double operation—the acting upon materials which we have not naturally within our reach, through the means of the faculties within us. The third power, again, was of a mixed character—that moral portion of our being which, while it has to be cultivated also within, yet has its action without, because from that come forth duties and obligations which reach those that are without ourselves; so that the one is purely inward, the second is partly exterior through its objects, the third is partly exterior through its aims. Beginning with the intellectual powers, they were subject to a triple subdivision. There was, first, the power of thought, and what immediately depended upon it; and then came the imagination and memory. Upon the two latter points his remarks would be very short, because the principles which he was about to lay down were embodied in the first point, on which he wished fully to open his mind. He did not intend to go into any metaphysical definitions or explanations of the power of thought, believing that he could make his meaning more clear by comparison—by illustration. He would take the sense of sight as the one parallel to thought in the mind, and trace its operation. The eye was never satiated—never satisfied with seeing. Whatever the multiplicity of objects, they had no fixed place, but were continually changing. If we walked into the country alone by a pleasant path, there was not an instant in which we did not see something,—the trees, the cottages, distant mountains. As we moved the head and inclined it in a different angle, as we moved the pupil of the eye, every possible change took place in our bodily relation to the outward objects presented to the vision, and yet all these objects were connected, and there was not a moment without some picture being presented to the eye. Exactly so with thought; we were never

a moment without thinking. Even whilst reading a book there was a train of thought passing through the mind, over which it exercised no control. One thought succeeded another, more linked, more united by the power of association than the objects that were unregarded. It would be exceedingly difficult to render an account of the thoughts passing through the mind during the day. But there was another power—the power of arresting thought—and there commenced the self-command necessary for self-culture. A man might pass a whole day never distinctly distinguishing any object with his eye. But by exercising a certain degree of mental power, he might stop and examine some object and fix it upon his memory. With respect to the eye, that would be observation; to the mind it would be reflection. When thoughts were passing through a man's mind, he might consider some one or another singular, and reflect upon it, and thus arrest the current of thought, and fix upon something distinct, which would occupy his mind in future years, and lead to something useful and practical. That was the second step. But there was a third, and a higher and more important one. A man might not be satisfied with a passing view of an object, but desire to know something more about it. For instance, in looking for the first time at the ruins of Netley Abbey, he saw all that he could in passing by. That was observation. It occurred to his mind that if ever he passed that way again he would make an examination into its architecture, and try to make out its history, having previously gathered such information as he might be able to do from books treating on the subject. That would be a very different degree of observation from either of the first, and might be called contemplation. That would be seeing, in the highest sense. Exactly the same thing took place with regard to the mind of man. A man might say, 'I wish to cultivate my powers of thought. I am not satisfied with dwelling for a few minutes on a thought which invites my attention; here is a great question, on which a thoughtful and earnest man cannot remain satisfied in ignorance, and I will study it.' For this purpose he would collect the necessary materials, and exercise the varied powers of his mind, and memory, and reasoning, until he came to a solemn and well-matured decision how he ought to think and act. That was the course of thought—the operation of the mind corresponding exactly with the third operation of the sense of sight; and this analogy brought forward all the processes of which thought was capable. The first and simplest power of thought meant little or no self-culture, except by the apprehension of those degrees of it which followed. There was nothing more dangerous than the habit which the indulgence in the first process of thought, unchecked and unguided, might produce. A person left to the mere succession of day-dreams, thought succeeding thought with curious connection, but without mental analysis, would lose hours and hours of his time in mere vain, vague, roving ideas, which, instead of fructifying in his heart, would rot there and corrupt it. An illustration of this unchecked process of thought might be found in the old story of the merchant of Bagdad, whose dreams ended in the destruction of his precious porcelain. There were men who, not gaining the power of constraining their thoughts and arresting them at the proper time, had been led into the day-dream of everything excepting their duty, neglecting what they ought to have done, and consequently coming to misery and ruin. The first lesson, therefore, to be learned in mental culture, was to gain the power over the ordinary course of thought by applying what he had termed reflection—the arresting out of the procession of thoughts those that were not worthy to be dwelt upon, and checking them immediately. He wished especially to impress on those who cared for the cultivation of their own minds, the necessity of making use of this process, which might be described as the second process of thought. There was a third and greater application of the mental power. It consisted in not merely being able to arrest thought to dwell upon it, but in being able to study the principles and earnest thoughts which were within the mind—being able to have the power of directing all the energies of the mind to their solution and explanation, and so to treasure up within ourselves the principle drawn from sound and solid reflection. He would not go into detail, but the application was this:—There was nothing more common than for persons to like to dispute, to discuss a subject, to provoke by the earnestness with which they pursue a paradox, and answer every objection and difficulty raised against them, and then say, 'It is all a joke, it was done by way of trying my skill against yours.' A man ought never to take a part which he did not believe. Inward truthfulness was as necessary to the formation of a sound moral character as was exterior truthfulness. He would say, 'Never maintain a thing that you do not believe, never dispute a principle for disputation's sake—never consider it a mere recreation to be warring on the side of falsehood, or immorality, or anything that is wrong.' He knew one instance in which the fondness for disputation and discussion had led to the person who did not believe in his cause bringing the other over, and converting him to a falsehood. Such a course of proceeding was a

serious moral offence. The mind ought in everything to be accustomed to form a just judgment. If it became accustomed to loose ideas of truth and falsehood, what would be the result when it had to pronounce a stern judgment on itself, to overcome temptation, and when everything depended upon that uprightness of mind which was able, from long practice and constant training, on no occasion to swerve by a hair's breadth on one side or the other? That the training of the mind must be by the individual was self-evident. No two persons thought and felt alike. He would illustrate his meaning by referring to a well-known fact, although it might be regarded as rather commonplace. From the earliest ages, poets and agriculturists had considered two trees as intimately united together—the elm and the vine, and those who had visited the beautiful plains and valleys of Italy must have been struck by the loving group, and their verdure and fruitfulness. The elm grew up a stately tree, the vine crept up by its side a miserable sapling, without vigour or strength, unable to sustain itself. The one tree lent strength, the other gave beauty. They were born together, their roots were mingled almost inseparably beneath the soil, they lived upon the same food, they sucked up nourishment from the same ground, they drank the same dew and the same rains of heaven; and yet no skill, no power could make them the same. The husbandman might trim and prune and enrich the soil as much as he pleased, but he would never bring a single grape out of the elm, and never form a self-sustaining stock for the vine. They received the same nourishment, but they created what was given to them into a different substance. And so two daughters growing up together, two sons going to the same college on the same day, would be as different as possible from each other, and no power of exterior culture would make them the same. The aim ought to be not to make them exactly alike, but make them both useful and good." The lecturer then proceeded to the consideration of imagination and memory. Imagination consisted in the faculty of receiving pictures in the mind,—receiving them from without, or even creating them within, although that created within would generally be found referable to something from without. Thought and language corresponded with one another. Imagination corresponded with painting,—the mind saw the whole picture before it. But no two people imagined in the same way, or had thoughts impressed upon them in the same way. Imagination had the power of producing pictures in the mind, but in every instance at a different angle, so that each contemplated it at a different point. Speaking practically, there were two forms of imagination, each of which ought to be watched over and corrected. The one was excess, the other was deficiency. The excess came very much from the mind running away with the reflective power, and strength was required to pull it back. As to deficiency, unless a person was called upon to use his imagination for useful purposes, it did not matter much whether his imagination was weak or strong. Imagination might be cultivated by the contemplation of nature, by the contemplation of art, and by reading that which was sound and good. Take poetry, for instance. No country possessed such an unbroken series of good poets, from Shakespeare to Tennyson, as England, and the character of that class of literature was most wholesome. But he should not recommend the cultivation of the imagination by the reading of novels, many of which were founded on false sentiments, and had an immoral tendency. With respect to memory, that was a power which varied more than any other in different people. But it could be cultivated successfully with respect to those things which we ought to remember and desired to remember. It might be encouraged and strengthened by reflection—by dwelling upon events and occurrences which were worth knowing, and mastering them, and treasuring them up in our thoughts, and by securing principles and attaching facts to the memory—not caring too much for mere details, which might easily be obtained. Whilst trying to cultivate scientific, historical, and artistic tastes, there were other courses which would bring more help to self-culture than any of these. Biographies and narratives of travels acted better upon self-culture of the mind than any other class of works. In conclusion, the lecturer observed that the result of all this training of the intellect was the formation of character. A man ought not to be too solicitous about the formation of character. He could not form it. Character must grow; it must be the result of many circumstances. If there was one thing of which men were more ambitious than another it was what was commonly called character,—“He is a man of character.” Now what did that mean? A man of firmness, a man of determination, a man who would carry through his projects,—that was a character most envied. But experience had taught this truth—that the firmness of small minds was obstinacy, whilst the firmness of great minds was perseverance in the midst of difficulties, resembling the course taken by the water springing from a fountain high up in the Alps, which, after overcoming every obstacle, becomes a great river, and eventually finds its way into the mighty ocean.—*English Educational Record for October.*

2. THE BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

The thirty-third annual meeting of this Association was opened at the New Town Hall, Newcastle-on-Tyne, on Wednesday, August 26th. The chair was taken by the President, Professor Willis, who, after a brief speech, resigned it to Sir William Armstrong, C. B., LL.D., the President elected for the ensuing year.

The President's Address.—Sir William Armstrong, in his address, dilated at some length on the mechanical forces of nature, and the recent discoveries of science in that direction. The locality led him to describe the progress made in our railway system since 1838; the history of railroads naturally led to coal and its consumption, and he stated that coal for steam purposes was used in so reckless and wasteful a manner, that if not checked, it would exhaust the coal in the Newcastle district in about 200 years. After some remarks on the temperature of the earth, he described the results of the spectrum experiments of Bunsen and Kirchhoff, and Nasmyth's remarkable discovery, "that the bright surface of the sun is composed of an aggregation of apparently solid forms, shaped like willow-leaves or some well known forms of Diatomacea, and interlacing one another in every direction." He then showed how intimately the science of gunnery was connected with the dynamical theory of heat; spoke of the practical value of meteorological observations; advocated the decimal system of weights and measures; referred to the postage and telegraph systems, remarking, however, that "while so much facility is given to mental communication by new measures and new inventions, the fundamental art of expressing thought by written symbols remains as imperfect now as it has been for centuries past. It seems strange that, while we actually possess a system of short-hand by which words can be recorded as rapidly as they can be spoken, we should persist in writing a slow and laborious long-hand. It is intelligible that grown-up persons, who have acquired the present conventional art of writing, should be reluctant to incur the labour of mastering a better system; but there can be no reason why the rising generation should not be instructed in a method of writing more in accordance with the activity of mind which now prevails. Even without going so far as to adopt for ordinary use a complete system of stenography, which it is not easy to acquire, we might greatly abridge the time and labour of writing by the recognition of a few simple signs to express the syllables which are of most frequent occurrence in our language. Our words are in a great measure made up of such syllables as *com, con, tion, ing, able, ain, ent, est, anos*, etc. These we are now obliged to write out over and over again, as if time and labour expended in what may be termed visual speech, were of no importance. Neither has our written character the advantage of distinctness to recommend it; it is only necessary to write such a word as 'minimum' or 'ammunition,' to become aware of the want of sufficient difference between the letters we employ." After briefly noticing the discovery of the source of the Nile, the Darwinian theory of organic life, and the antiquity of man, he concluded thus: "The tendency of progress is to quicken progress, because every acquisition in science is so much vantage ground for fresh attainment. We may expect, therefore, to increase our speed as we struggle forward; but however high we climb in the pursuit of knowledge, we shall still see heights above us, and the more we extend our view, the more conscious we shall be of the immensity which lies beyond."

1. In Section A (*Mathematical and Physical Science*), the introductory address was delivered by W. J. Macquorin Rankine, O. E., F.R.S., Professor of Engineering in the University of Glasgow, the President.

2. In Section B (*Chemical Science*), the President, Professor Williamson, delivered an address on "The Progress of Chemistry and the Chemical Arts."

3. In Section C (*Geology*), Professor Warrington Smyth, the President, delivered an address "On the Carboniferous System," which is commonly divided, for convenience sake, into three principal divisions, viz., the carboniferous limestone, the millstone grit, and the coal measures. In describing the Newcastle coal-field, which extends from the river Coquet on the north to near the Tees on the south, a distance of fifty miles, he said: "The greatest thickness attained by this formation is probably not more than 2000 feet; but it would be vain for me, within a limited time, to offer sure details of the strata. Let it suffice to say, that in this thickness there exist, associated with shales of many varieties, and with fine-grained sandstones, some 57 beds of coals, from an inch thick upwards, comprising in all 75 feet of coal; but that what are considered the workable seams are 12 in number, giving an aggregate of about 50 feet of coal."

4. In Section D (*Zoology and Botany*), the President, Professor Balfour, in alluding to the benefits conferred on science and its students by the meetings of the British Association, said, that there was a mutual bearing of all the natural sciences on each other, and

the student of nature must take a comprehensive grasp of all. One of the features of the Association specially deserving of notice was the reports in different departments of science, which had been the means of enabling many a deserving young naturalist to advance science, and lay the foundation of future fame and promotion. The Rev. H. B. Tristram read a paper in this section, "On some Elucidations of the Geological History of North Africa, supplied by its Lacustrine Fauna." The observations on the geology of North Africa went to show that, down to a recent period of the tertiary epoch, a considerable portion of that country formed the bed of the ocean, and thus it was that the traces of inhabitants were found closely allied to the inhabitants of the coast of Guinea on the one side, and of the Upper Nile and the Ganges on the other.

Sub-Section D (Physiology), Professor Rolleston, the President, passed in review those writers who had written works to which reference was likely to be made in the section, and made some observations on the general, and on the educational, value of the study of physiology.

5. In Section E (*Geography and Ethnology*), Sir Roderick Murchison, President, reviewed the leading geographical results of British Geography since the Last Meeting of the Association at Newcastle; mentioned the expeditions in Australia by the brothers Gregory, by Burke, Willis, M'Douall Stuart, and M'Kinlay; and the discovery of the sources of the Nile by Captain Speke and Grant. The discovery of the sources of the Nile he declared to be the most remarkable geographical feat which has been performed in our time, and one which it has been the ambition of other nations to accomplish during all ages. Carefully tracing the progress of the two travellers, he led his hearers from the African coast, near Zanzibar, to the central, lofty plateau-land that forms in that region the water shed between North and South Africa, and thence to the lake Nyanza, the great reservoir out of which, at its northern end, the waters of the White Nile were seen to flow. Thence, Sir Roderick said, the travellers traced the mighty stream northward into Egypt, and demonstrated that whilst the White Nile, which they followed, is the Great Nile, the so-called Blue River, joining the parent stream at Khartum on the frontiers of Egypt, is, like the Al-bara and other waters, a mere tributary.

6. In Section F (*Economic Science and Statistics*), the President W. Tite, M. P., in his address, directed attention to the condition of the currency system in America; to the steps that had been taken during the last Session of Parliament respecting the Metrical System of Weights and Measures; and in conclusion dwelt on the beneficial effects of the Social Science Association, and the cordiality existing between it and the British Association.

7. In Section G (*Mechanical Science*), the President, Rev. Robert Willis, in a few preliminary remarks, confined himself to the subjects of the papers to be read in the section.

On Wednesday, 2nd September, at the concluding general meeting, the secretary stated "that the number of persons belonging to the Association at this moment was 3,356, from whom had been received £3,600. The sum of £1,715 had been devoted to grants for scientific purposes."

Sir Charles Lyell has been elected President of the British Association for 1894; and Bath has been chosen as the place of meeting.—*The Museum.*

II. Local Correspondence of the Journal.

CRITICISM ON GRAMMAR.

(For the Journal of Education.)

English Grammar should be a favourite study with every Common School teacher, not only because it is the high road to correct speaking and writing, but also because many learned men differ in opinion respecting it: this we sometimes observe at the examination of Common School teachers, where a difference of opinion often militates against a clever grammarian.

The Very Rev. Chenevix Trench, the learned Dean of Westminster, whose lecture on "The Queen's English" appeared in the *Journal of Education* for the month of last July, differs in opinion with the most respectable grammarians of modern times. He says the expression two and two are four is ungrammatical. He says it ought to be two and two is four when we use abstract numbers.

The expressions twice one are two; twice two are four, he considers as more glaringly erroneous, and says the language should be twice one is two; twice two is four. I consider the former expressions correct, and the latter ungrammatical, because two units and two units are four units, and in the expression twice one are two, there is a plurality of ideas impressed on the mind, namely that of two units; therefore the verb should be plural. When two nouns connected by *and* refer to the same person or thing, the verb should be singular; but in every other case the verb should be plural.

Mr. Trench asserts that the expression "It is I," is ungrammatical; he asserts the language should be, "It is me." Here again I assert the contrary. It was I who said so, is correct language; it was me who said so, is ungrammatical. What grammarian would not blush with shame, if any person should happen to hear him say, "me said so." Mr. Trench finds great fault with "ospital," "erb," "and umble;" the pronunciation of the last being the most offensive of all. He thinks the *h* should be sounded in these words, contrary to the pronunciation of the best lexicographers of the day. He says if it is urged that we have an humble and contrite heart, I answer, "so we have the strength of an horse." Here he uses an instead of a.

I shall now pass from Mr. Trench's lecture and point out a few of the mistakes in our English Grammars. Murray says number denotes one object or more objects than one. Here the word number is taken in its widest sense, and number in its widest sense is number *ad infinitum*, and this does not denote one, consequently Murray's definition of numbers is incorrect. Lennie's definition of number is also defective. The following definition of number will I think be found unobjectionable. Number is that inflection of the noun by which we indicate whether A represents one or more than one.

Lennie tells us there are five moods in English Grammar. I can find but four; namely, The Indicative; the Imperative; the Subjunctive, and Infinitive. The Subjunctive Mood is so called because it is subjoined to the Indicative for the purpose of expressing a condition. Every verb making a simple declaration is in the Indicative Mood; as, I will learn, I can learn. When the Indicative Mood is conjugated with *shall* and *will*, it has six tenses; when conjugated with *may* or *can* it has but four. When a verb expresses a command or entreaty, it is in the Imperative Mood; when it expresses a condition, wish or supposition, it is in the Subjunctive Mood; and when it stands independent, that is, without a nominative; it is in the Infinitive Mood. If a verb can be used in any other way than the way I have pointed out, we may conclude that there are more than four moods, but not otherwise.

Lennie says "a neuter verb expresses being, or a state of being or action confined to the agent." A neuter verb means that it is neither transitive nor intransitive. A neuter never expresses action as Lennie asserts; when the action is confined to the agent, it is an intransitive verb. Lennie's definition of a neuter verb is incorrect. Some grammarians say that *my*, *thy*, *his*, *her*, *our*, *your*, *their*, are possessive adjectives, but this is not true: adjectives have not person, gender number and case, these words have; they are personal pronouns in the possessive case, and governed by the nouns by which they are followed. The term "Adjective Pronoun" is improper. When the words under this head are pronouns, they are not adjectives, and when they are used as definitives, they are not pronouns. An Adjective is a word added to a noun to express its quality, and this quality exists with the noun; as A sweet apple, red ink. One adjective sometimes qualifies another; as, A pale blue flash; deep red; a dark green. Words added to a noun and not expressing quality, are definitives; as, this man, one man, such men, all men. When I say one man; the word one expresses no quality, it cannot therefore come under the definition of an adjective; its proper name is a definitive, which will constitute the tenth part of speech. In the expressions, the man, this man, I have as much right to call *the* an adjective, as I have to call *this* an adjective. Lennie says under Rule 10,—"When contingency and fatuity are not both implied, the Indicative ought to be used; as, If he speaks as he thinks, he may safely be trusted."

Now notwithstanding the above Rule, I contend that the verb speaks in the example just given is in the Subjunctive Mood. I do not deny that the Indicative form of this verb ought to be used. Perhaps he meant this when he wrote the above Rule.

The term "Pluperfect Tense," is improper; it ought to be prior-perfect Tense. Keigan and others tell us that we have no future tense in English. Keigan asserts that time exists all at once, and that we are passive, and that past time is that which we leave behind, and future time, that at which we have not yet arrived.

If we separate the auxiliaries *shall* and *will* from the principal verb, we destroy the future tense, and alter the meaning of the sentence, as may be seen from the following. I will go, I will to go. In the former example there is no doubt whatsoever about my going; in the latter there is much doubt, because all that is known about my going is, that I will it. Perhaps my employer notwithstanding my will is determined that I shall not go. A dumb man might will to speak but could not speak.

Grammarians tell us that there are three genders. Common sense tells us that there are but two, namely, the Masculine, and the Feminine. Nouns that are neither Masculine nor Feminine have no gender; as *a hat*. If we descend to insects, we may find a neuter gender; for instance, among the ants. "The neutral ants have no wings; the male and female have wings in the proper season."

The members of the Teachers' Association will perceive from these remarks, and from the errors they have noticed themselves in Lennie's and other grammars, that we are in much need of a new grammar. I hope many of my fellow labourers will take a distinguished part in getting a Common School Grammar published as soon as possible. I shall be happy to assist them as far as my time will permit. A set of new class books is also much required in our schools. Douro. October 13th, 1863. E. P. FORD.

III. The Teacher and his Duties.

1. THE TEACHER'S RELATIVE DUTIES.*

I now proceed to treat of our *relative* duties, i.e., of those which arise from our connection with or *relation* to others. They may be classed under three heads: those relating to—I. Superior; II. Inferior; III. Equals; and in this order I propose to consider them.

I. We may speak of our duties to superiors under the division of (1) the Government, (2) the Inspectors, and (3) School-managers, especially the clergy. We stand in very close relation to each of them, and we have to discharge duties peculiar to each.

1. As to GOVERNMENT: We have grown up as teachers under laws to which we are all attached, because we have, more or less, derived pecuniary benefit and enjoyed healthy supervision. But we ought to examine the real nature and province of a Government, investigate with dispassionate candour their enactments, and give a manly yet respectful expression of our views. Such a line of conduct is incumbent upon us. We have nothing to lose by adopting it, but everything to gain by pursuing it in a spirit of earnest inquiry and even-handed justice.

2. The INSPECTORS form a link connecting us with the State, and, whether we look to their official position, their superior and more refined education, of their high social rank, we ought to pay them the most respectful deference. It is deeply to be regretted that many teachers look for an Inspector's visit with such gloomy forebodings. Why not hail it as an absolute boon—a rich opportunity of culling some choice intellectual and professional flowers? I feel assured that every faithful and conscientious teacher ought to look to his Inspector as a real friend—"meet him with confidence, seeing in him not an enemy watching for faults, but one whose pleasure it is, whenever it consists with his duty, to award praise." I feel confident that every fellow-teacher present emphatically protests against the views recently advanced in a leading educational journal in these words: "It is well known that it is neither the inspection nor the Inspector that makes the teacher's knees to tremble, and makes him turn up his eyes with awe to the face of the potent functionary; but it is the knowledge that the money grants depend upon the written report." Such servility is unmanly, such unprincipled cringing base in the extreme; and no Inspector desires anything of the sort; they universally "disclaim any wish for such disgraceful homage." Timidity in presence of our superiors is natural, and common to all—equally to the Senior Wranglers in our universities as to the youthful instructor of children. If we know our business, and do our duty to the best of our abilities, we have nothing to fear at the hands of our Inspectors. Their opportunities of acquiring an accurate estimate of what a good school is, are so large that we ought to place the most implicit reliance on their verdict. Their conclusions are drawn, not from the individual merits of our schools, but from their comparative standing in their respective districts. Let us, therefore, strive to replace *fear* with *confidence*, *timidity* with *trust*, and leave the "money grants" to take care of themselves.

3. Between us and the SCHOOL-MANAGERS, especially the clergy, a still closer relation exists. There are two rocks on which many teachers split, viz., arrogance and severity. The one is just as unbecoming our position as elementary teachers, as the other is degrading to ourselves as men; and the danger to the profession in running against Scylla, is just as great as if we fell into Charybdis. Let us avoid both, and maintain that "golden mean" which adds so much to individual happiness, and uniformly secures that sympathy and co-operation so much needed by us as guides of youth. To the clergy we owe special duties and stand in particular relationship. I believe that a teachers' success depends, not merely on the discharge of his routine of school duties, but also in the interest he takes in the general welfare of the locality in which his lot is cast. We are too apt to confine our sphere of duty to the walls of our schoolrooms. We are not mere teaching machines—we are members of society, and the general community deserves our attention; and it is our bounden duty and highest privilege to help forward every work calculated to ameliorate and elevate our fellow-creatures either intellectually, morally, or physically. Let us not do so with

* From a paper by Mr. Mackintosh, President of the Associated Body of Church of England Schoolmasters.

presumption or blustering self-conceit; but let us be "all things unto all men," that we may do good; and simply for its own sake. Popular applause is dangerous, and too fickle for us to trust to. We can do well without it; but we should be miserably ill off without the consciousness of trying to do good. The schoolmaster has been beautifully called the clergyman's "right hand;" and if they can work well together, much may be done for the general weal. They may, and, as men, must be expected to differ in their views of matters, but they ought to agree to differ; and if they are sincere in their motives, they can afford to sink their differences.

II. Let us now turn our duties to our *inferiors*, and I shall only allude to the parents of the children entrusted to us. Our duties to them are most important, and on our relation to them, and the position we occupy in their esteem, rests our success as teachers. They trust us with parts of themselves—objects of their deepest affection, in whom are centred all their future happiness and peace. They are their present joy, and they expect them to be their stay and solace in old age. They are only concerned about the upbringing of their progeny, and we are employed to assist them in that work. We are fellow-workers—they caring chiefly for their physical wants, we for their religious, moral, and intellectual. The parents of our youthful charges are, generally speaking, poor, and as such they need our sympathy and kindness. We ought to visit them frequently, enter freely into their cares, rejoice at their little successes, and pity them under disappointments. What lessons of patient endurance, calm resignation, and genuine contentment we might learn from the examples of thousands of our peasants. Our visits should lead them to look upon us as real friends, whose council is at all times at their command, and whose privilege it is to assist them in every emergency. As parents, they have a right to see tangible proofs of their children's progress, and these should never be withheld from them. Let us deal honestly with them—not flattering them with improvements never made, nor yet withholding the due meed of praise when it has really been merited. We ought to deserve their respect, and so deport ourselves towards them as to prevent our pupils hearing a single disrespectful word of us at the family hearth. There is a close connection between *home* and the *school*; home influence is easily seen in the sweet smile of implicit and ready obedience, or in the morose sullenness of stolid indifference. The school should be reflected at the family fireside, erect there its citadel, and maintain its position with unflinching constancy. There ought to be a reciprocity of feeling between pupils and teachers that can alone secure the teaching the whole man, the development of his every faculty. Confidence on the part of the one, and thorough earnestness on the part of the other, can alone succeed in building the centre of a man.

III. But I must now hasten to look at our duties to our *equals*, or to one another. We are all employed in the same glorious work, influenced by the same causes, inspired by the same hopes, cast down by the same fears; is, then, the right hand of fellowship extended to each of us with that cordiality, that enthusiasm, that magnanimity of sentiment which the cause needs? I leave the answer at each of my fellow-teacher's door, lest I should be prompted to give an uncharitable reply.

The youngest member of our profession, equally with the oldest, has an experience, and he ought to let that experience be felt. Each has an influence—a great influence—and his fellow-teachers need it. Why then withhold it? "Man was made to help man," is a very old saying, and were we all actuated by it, what glorious results might be anticipated of devoted and earnest men. "Unity is strength;" then let us unite, and we shall be strong. Unity in defence of our pockets is one thing, and unity in advancement of our common cause—unity in the acquisition of increased professional skill—unity in the search for truth and wisdom—is very different. It is the latter unity we need most; the former will follow as a natural consequence, and follow too with much greater beauty and consistency, and carry with it an incalculably greater power. Let, then, unanimity of sentiment and hearty co-operation of action characterize us in future; let jealousy and narrow-mindedness be banished from our midst, and let candour, simplicity and earnestness pervade our meetings with each other. Although the star of our own profession be but skirting the horizon, let us not fret at seeing others shining in midday effulgence, but let us rather strive to live under their influence, borrow from their brightness, and hope to emit, at some future period, rays of equal lustre. And as to each other, although some of us be but displaying "the foot of Hercules," let us not regret to see others acquiring gigantic strength, but let us rather sit at their feet, and feel honoured by their instructions. Would that I could say anything that could resuscitate or animate my brother teachers to adopt such a line of action. Ours is, indeed, a work of laborious toil: often are our hopes frustrated, our desires unattained, our prospects blasted, our exertions frequently rendered nugatory by the ignorance or ingratitude of parents, and our zeal chilled in many other ways. Hence

the need of mutual sympathy, mutual love, and mutual co-operation. Though ours is not the pleasure of leading our pupils through the subtleties of abstract philosophy, or the flowery fields of science—though we may be seldom called upon to lead them through the rich mines of classic lore—though we may never be able to guide them far through the windings of mathematical investigation—though we may rarely teach them to enliven the canvases with nature's beauties, or tune their muse in praise of creation's wonders,—yet we are called upon to discharge duties of far greater importance—to teach the sons and daughters of British industry to *read* and *write*. Others may "glory in raising great and magnificent structures, and find a secret pleasure in seeing sets of their own planting grow up and flourish; be it ours to see youths of our own planting, from the small beginnings and advantages we have given them, to grow up to such a height, and to spread their branches so wide, that we who first planted them may ourselves find comfort and shelter under their shadows."

The Bishop of Oxford recently uttered words that should be impressed on our minds, and be daily before our eyes: "In success men are easily united; dead bodies pack close, and as the work of corruption proceeds, the embrace becomes lighter; but living thoughts and living beings require room for living limbs to play and to act to their kind." Let us then be sincere, let us show that we have life. The reverend champion of Ragged Schools, in speaking of unity, thus remarks: "Another remarkable feature in our era is the acknowledgment and practical application of the power of union—of co-operation as better than individual action. Separate the atoms that form a hammer, and in that state of minute division they would fall on a stone with no more effect than snowflakes: welded into one solid mass, and swung round by the quarryman's brawny arm, they descend on the rock like a thunderbolt. Stand by the Falls of Niagara, and as the waters, gathered from a hundred lakes, are rolling with the voice of a hundred thunders over the rocky precipice, fancy them divided into their individual atoms. They might gem with sparkling dewdrops vast tracts of fields and forest; in clouds of gold and amber and purple, they might hang curtains round the gates of day; but where were the onward overwhelming power of the majestic flood? Now, as with the combined power of matter, so it is with the combined power of men. They do in masses what they would not attempt, or attempting could not achieve, as individuals. The wise man says that 'two are better than one;' and our Lord Himself illustrates the advantages of union when He sent forth His disciples two by two."—*English Journal of Education*.

2. WHY MANY TEACHERS FAIL.

Ladies and other persons who are in the habit of visiting different schools, and whose love of school-work leads them (even if they are staying in a watering or bathing place, as Bath, Cheltenham, Malvern, Margate, Hastings, &c.) to open the doors of schools and walk in, must often have noticed the great divergence that there is in points of discipline in schools under different teachers. In one school which they visit they shall not hear noise and not see confusion; but instead they shall listen to the low hum or murmur which betokens work, and which is far different from the noise that is heard in a school in which little or no work is done. The visitor is glad to escape from a schoolroom in which noise and confusion prevail.—Teaching for one day in a school which is in an undisciplined state is harder work than threshing. How it wears and shakes the nerves! Scholars jumping up and down and about, bawling out their answers, pushing each other, quarrelling about places, asking at all sorts of times "to go out," repeating lessons in the loudest tones,—these are some of the sights and sounds that distract teachers and visitors. In an undisciplined school there is no rule for any thing; and yet every one tries to put every one else right. Again, in an undisciplined school nothing is to be found in its place; there is a constant running about for black-boards, books, slates, pencils.—Thus time is lost, and confusion is created. Again, in an undisciplined school there is no time for any thing. A time-table may, it is true, be stuck with a wafer against the wall—perhaps near the clock, if there is one in the school; but as for time-table and clock working together,—that is to say, the lessons in each class being begun and finished to the minute,—this is not to be expected for an instant. So the day wears on, and when the close of it has come, it is found that one, or perhaps two lessons have been left out altogether or greatly curtailed. And this state of things will perhaps go on for months, perhaps for years. What the end of it must be is of course quite plain. The clergyman examines a class now and then, and finds it in a hopeless state of ignorance; yet the children are not idiots. The Inspector comes, and can get nothing out of the children; and the teacher thinks that this must be the Inspector's, not their fault. Ladies who would assist a little in teaching Scripture or reading, come and try to do it; but after a few trials do not

show their faces again. "Ah!" says the teacher, "it was a mere whim, a mere spurt. I thought they would soon get tired of teaching." He does not see that what the ladies get tired of was not teaching, but of his undisciplined classes and noisy room. He forgets that before any body can teach any thing, discipline must be secured among those who are to be taught, and that the first step to good school-keeping is good discipline. We reasonably expect that every worker in wood, brass, iron, stone, brick, should be a master of his work, be capable of doing what he takes money for doing; otherwise he is an impostor. But there is many a teacher who is neither the master nor the mistress of the school in which he or she works. The fact is, the school is often the master of the teacher, instead of the teacher being the master of the school; and this because he has never asserted himself, never secured discipline. We are not recommending severe measures. We do not mean that a man or woman should be constantly tyrannising over poor little children with a stick or birch rod. Nor do we mean that corporal punishment is to be entirely dispensed with. How can it be? If corporal punishment be entirely dispensed with, upon what can the teacher fall back when all other means of discipline have failed?—Nevertheless punishment should be used seldom. Without it there are many ways by which the teacher may secure good discipline.—Some of these are so self-evident, that we cannot but wonder that there should be so many noisy schools in the world, and so many teachers who, instead of teaching with ease and comfort to themselves, dread the coming of each Monday, which begins a new school week, and who sadly confesses that "life is indeed a burden."

But it is when a teacher is growing old and "gray in the service" that the noise or the bad discipline grates most harshly on his nerves. How desirable it is, therefore, that he should early get into the way of attending to discipline!

The first point to be observed towards securing good discipline is this: *As is the teacher, so is the school.* A talkative teacher will assuredly make a talkative school. It is the man or woman of few words who succeeds in making the children silent; but if they hear the voice for ever going, and see fussiness of manner, they cease to regard the one, and they fall into the error of the other. The teacher's voice should seldom be heard. Unnecessary words should be avoided. Signals are often of more use than words. "Why do you make so much noise?" "What do you talk so loudly for?"—are questions which one often hears the teacher ask of his scholars; while all the time he is making thrice as much noise as they. Instead of asking these questions would it not be better to stop the work of the school, and make the scholars sit or stand perfectly still for five minutes, until the ticking of the clock could be heard, as a means of giving them an idea of what silence is?

Frequent pauses during the day for silence are useful in inducing quietness. Some children never know what quietness is; these pauses are calculated to soothe them.

A place and time for every thing, and every thing kept and done in its place and time, is a maxim which should be written in letters of gold. We know nothing more annoying in a school than when we sit down to teach a class to find the books and slates out of their places, and to have to wait until they are found; or, when they are found, to find that there is not a sufficient number of them; or that when the page or chapter in the reading-books is mentioned, five or six of the scholars are unable to find it, because the leaves at that place are missing. Loose and missing leaves of books would seldom be complained of, if at stated times the teacher, or some one deputed by him to that duty, would examine the books, with the view of seeing what repairs might be necessary. This examination, especially if once or twice after it, matters were found to be all right, might be considered by the teacher unnecessary. Yet how wrong would this opinion be! We put a case:—A short time ago there was a break down upon a railway; some passengers were killed, and several were severely hurt. It was proved that certain of the carriages were in a bad state, the wood being worm-eaten and half rotten. In the factory in which the carriages are made the foreman now goes about with "a pricker," or pointed piece of steel, to try the wood before the carriages are sent out. Is it not strange that this simple and self-evident plan could not be used until several deaths and injuries taught the authorities common carefulness? So the teacher often thinks that a regular examination of books is unnecessary. It is not until the Inspector or the clergyman cannot hear a class read in consequence of the many missing leaves in the scholar's books, that the teacher wakes as from a dream to reproach himself with his want of forethought.

The teacher should scrupulously keep his word respecting the punishment with which he has threatened his scholars. The scholars should feel that punishment is sure. Many teachers lose their influence when their scholars perceive that threats vanish into thin air, or are as smoke. The scholars must look upon the teacher as a man of his word, who, if he threatens, will surely perform. Yet we would not have the teacher threaten too much, or fall back upon

pains and penalties too much. To rule by love and by personal influence is the better part. Teachers should make their scholars love, not hate them. Who would live in the hate of his pupils rather than in the affection of their hearts?

Most emphatically do we say that the first thing to be secured in a school is discipline. After it comes education.—*English National Society's Monthly Paper.*

3. SCHOOL KEEPING UNDER THREE ASPECTS.

There are three aspects under which we may regard school-work, all right, in themselves, and compatible with each other, yet each rising higher in moral dignity and power.

1st. We may regard it as a means of livelihood (in the case of teachers), or of useful occupation (in that of managers), to be undertaken and carried out in an honest, diligent, conscientious spirit.

This view will carry a person on for a certain time; but it requires unusual strength of character and steadiness of purpose to bear up cheerfully against the disappointments and discouragements of school-keeping, with no more support than a sense of having sincerely tried to do our duty.

2d. We may look upon it as work to be done for God and with His assistance.

This is a very great advance, and when joined to steadiness of purpose may, in persons of a cheerful disposition, be sufficient to enable them to rise above the trials and disappointments they are sure to meet with.

3d. The third and highest view is, to look upon school-keeping as a part of God's plan for the moral and religious training of His reasonable creatures, and ourselves as instruments by whom that great work is to be carried on at the time, and in the way, that He sees best. This view secures diligence without over-anxiety, cheerfulness without vain-glory, and hopefulness of mind under all discouragements.

It is this view which alone can support persons of naturally weak spirits and anxious temperaments in the arduous duties of a school. And even to those of a happier constitution it imparts a serenity of spirit and a freedom from care which is not only a blessing to themselves personally, but a great advantage and assistance to them in their work.—*B. C. in English National Society Monthly Paper.*

4. PHILOSOPHY OF QUESTIONING CHILDREN.

A good, searching examination of children is by no means that very easy thing which people commonly think * * * The desirable point is to insinuate your information into their minds, so that by indirect and tortuous entrance it may be caught and entangled with what is already there and not slip out again as it would through a direct passage * * * Begin with a simple question readily admitting of an answer; on that answer build another question; and so on, until you bring the child to the answer, which is the conclusion required. In going through such a course the child feels not only a curiosity as to what will come next, and so keeps his attention awake, but also a lively interest from the experience of his own in working power, and he regards the conclusion with something of that partiality which a mother entertains for her offspring. No wonder that he should firmly retain such information to the inculcating of which have been brought to bear three of the most powerful principles of his nature, curiosity, consciousness of power, and regard for his own.

The main point is so to shape and order our questions as never to be reduced to tell them anything on the way, and that the last answer should give the conclusion full and convincing. This evidently requires much patient practice on the part of the teacher, and some acquirements also. He must have gauged the capacity of the minds of the children, obtained an insight into their working, so that he may know where and how to press with his questions. He must have an intimate acquaintance with Scripture, be possessed of a good stock of clear vernacular language, be distinct in his conceptions and be furnished with the means of apt and familiar illustration. And he must have a quickness of apprehension, to catch all for which the text gives him a handle, and to turn to account, on the way, the answers of the children, so that they may go on steadily in the proposed direction.—*English Sunday School Teachers' Magazine.*

IV. Papers on School Discipline.

1. SCHOOL PUNISHMENTS—PROS AND CONS.

We all know, from our own experience, how impossible it is to work heartily for one who is always criticising our performances; how hard it is to entertain feelings of esteem or affection for those who seem to have no eye for anything but blemishes and imperfections. I think Todd, in his "Student's Manual," tells of two

fellow-collegians who, in the warmth of sincere friendship, and with the view, as they thought, of making their intimate companionship mutually useful, agreed that every night before they retired to rest each should tell the other everything he had seen in his conduct and bearing during the day which he thought capable of improvement. They did so, kindly and honestly, not reproaching each other, nor seeking either to make his friend's conduct appear less favourable than his own. They accepted each other's critiques with apparent thankfulness, and to the end of the session continued as close friends as before. But this perpetual pointing out of faults, however advantageous, was too much for human nature. They did not quarrel, they breathed no word nor entertained a thought of discontent; but they parted; and when they returned each chose another apartment, and avoided the society of the other. Not even the ardour of youthful friendship could survive the ever-recurring exposure of the failings a friendly watchfulness had detected. No one conversant with society and accustomed to the study of human character would have fallen into the error of these two well-meaning youthful friends. But in our dealings with children we are but too apt, I fear, practically to forget the principle which they transgressed, and in the anxious desire to clear away the imperfections which we cannot but see, we too often forget the praise of what is good is as essential as the depreciation of what is bad; and so acquire the habit of correcting rather than encouraging, of dwelling on what is faulty, and overlooking or neglecting to notice what is meritorious. He who would rule well, and obtain the affections of those he governs, must mingle commendation with reproof. He must be known to have an eye not quicker to mark a fault than to recognise a virtuous effort. Words of approval and encouragement must flow from his lips as naturally and as ordinarily as words of blame. The kindest and most genial of men sometimes err in this respect. When placed in command, they seem to think it their duty to be stern to a fault, and to leave virtue to its own reward. Every teacher knows, or at least ought to know, the story of the two officers who had charge of one of H.M. ships during the great war. One was noted for his strictness. He was never known to be satisfied. When he came on deck, his eye never rested till he discovered something amiss, "I wish to heaven, sir, you would get the sweepers to remove those shavings" he would say, pointing to a bit of rope-yarn not half a yard long, accidentally left under one of the guns. The other always found somewhat to commend. He would remark on the cleanliness of the decks, or the absence of disorder, where his companion would have twenty little trifling matters to complain of. Yet in general society the fault-finding officer was the more gentle, considerate, and hearty of the two. He was always grumbling because he believed it his duty to do so, in order to keep his men at their work; the other dwelt on what had been done well, because he knew that in that way he could best induce his men to work zealously in the service. For him they worked cheerfully, and he secured not only their obedience, but their respect and esteem; while the other was disliked, and work done for him was performed listlessly, and regarded as a burden.

But it must not be forgotten that the teacher has other duties besides those of commendation. Things come under his notice which he must perforce take cognizance of, and which he cannot commend. He must be prepared to grapple with faults and defects, as well as to mete out praise in due season. Putting out of view, for the present, those purely moral delinquencies which require to be treated with peculiar care, and subject to remedial process of a delicate and complicated nature, there remains a large class of common school faults which every teacher will be frequently called upon to treat. It has been too much the fashion to shirk the consideration of the treatment suitable for what may be called, *par excellence*, school-offences; I mean imperfect preparation of lessons, indolence, breaches of discipline, &c; offences which seem to me all to have their origin rather in the triumph of a love of ease or enjoyment over the scholar's sense of duty, than from a want of knowledge of what is right, or a wilful departure from it. The teacher is brought constantly face to face with such cases; he treats them generally according to the traditions of his calling, and in the main probably in a sufficiently proper and sensible manner; but he may never have considered why that course is adopted, or be prepared to offer a reasonable justification, even to himself, of the method he pursues. Instinct seems to teach every one that the child who does not do what is required of him must be punished; but theorists who found their notions on abstract reasonings rather than experience, have endeavoured to cast disrepute upon punishment generally, and corporal punishment in particular. Practical men, indeed, have seldom, if ever, been led astray by their arguments. It is not from masters of schools, from persons engaged constantly in teaching children, that the outcry against corporal punishments has proceeded. But it must be confessed, nevertheless, that the sickly sentimentalism of the age, which is shocked at the idea of inflicting bodily pain as chastisement for offences incidental to childhood, has so far influ-

enced teachers that many of them hesitate to justify the course which they find themselves in practice compelled to adopt. The fact that they do use corporal punishment is admitted; but it is admitted with something like aversion. They are half-inclined to suspect that it is a misfortune they cannot dispense with; and they shrink from that consideration of the matter which is essential to the formation of clear ideas as to the place which such punishments should hold, and the results that must be looked for from their employment, in an educational system. As in practice there is a tendency to neglect the due use of commendation and encouragement, so in theory it is too much the fashion to attribute to those agencies a greater influence, and to justify a more exclusive reliance on them, than they are really capable of sustaining.

I admit, indeed, that the necessity for punishment arises from our human imperfection; but, so does the necessity for teaching. In dealing with questions of educational practice, we must always allow for human imperfection, both in the teacher and in the taught. This is where the theoretical philosophizer on educational questions goes astray most frequently. When a man tells us that corporal punishment may be dispensed with, because we can do by other agencies what the inefficient teacher seeks to accomplish by the use of the rod, he tacitly assumes the possession of greater powers in the teacher and a greater susceptibility in the learner than is generally possessed. His *dicta* apply to what might exist, not to what actually does exist. But remembering that with limited powers, and under actual circumstances, we have to deal with certain imperfections inherent to childhood, and paying due attention to the effects produced by those various devices for securing order, obedience, industry, and attention which are generally employed, we shall have no difficulty in discovering that corporal punishment is an instrument for good too valuable to be dispensed with, and one whose place cannot be fitly supplied by other agencies.

I regard punishments as one out of many other influences to be applied; and one, moreover, only to be applied when others fail. If by exciting curiosity, by providing suitable lessons, by praise, encouragement, or reward, the child can be led to overcome what the wise man calls the "foolishness" which is bound up in his heart—by which I understand that want of consideration which leads to a kind passive preference for ease and freedom over labour and necessary restraint—then there is no need to resort to the "rod of correction." But where those fail, this must be had recourse to. Thus using the right of punishment, the master could no longer be regarded as a mere tyrant. There need be no notion of "a conflict," an opposition, a "victim;" nor do I believe that boys do, in general, look upon punishment as an unnecessary infliction. It is but a part of the needful discipline of life: a stimulus to exertion, acting when others have failed. What I wish to direct attention to here is its affinity with other methods of inducing effort, whether it be an effort of labour or of self-restraint. The teacher, as such (and I have purposely avoided referring here to his character as an agent in the scholar's moral and religious training), must gain from the pupil efforts which naturally he would not make. Encouragement and blame, rewards and punishments, are but instruments for accomplishing this purpose, appealing to opposite susceptibilities. The use of the one does not supersede the use or necessity of the other. The teacher is rightly said to be to the scholar *in loco parentis*. I would rather say, *in loco parentum*; for if he would discharge his duty aright, and maintain, as he ought to do, the affection which parental government inspires, he must combine the qualities which characterize a wise father's and a tender mother's rule; he must be a rewarder of good not less than a reprover of evil, must encourage as well as chasten, and all with that love which begets love even in those who are corrected; not in the spirit which stirs up hatred or breeds contempt.—*English Journal of Education*.

2. ROD IN THE MIDDLE AGES.

How common the practice of whipping formerly was, even in ladies' schools, may be gathered from the following parody on one of Sappho's odes. It is addressed by a young lady to the Rod, with which she had recently been corrected:—

"Curst as the meanest wretch is he,
Th' unlucky girl that's whipped by thee;
Who sees and feels thy stinging race,
Which naught but Time can e'er assuage."—*Scott's Mag.* for 1717, p. 39.

I have heard an ancient relative of mine, now deceased, say that when she was at school at Salisbury (a first-rate establishment), she saw two young ladies, aged respectively seventeen and eighteen, undergo a severe whipping before the whole school for some act of impropriety. The mistress herself officiated, "assisted" by two of her subordinates.—*W.D., in Notes and Queries*.

V. Papers on Practical Education.

PENMANSHIP—ITS THEORY AND PRACTICE.

BY W. H. ELLSWORTH,

MATERIALS FOR WRITING.

It is but poor economy, at best, which furnishes materials of an inferior quality for carrying on any of the arts; and, perhaps, there is none in which it is oftener exhibited than the very first in which the young hand is to be practiced—the Art of Writing.

Writing materials should always be the best which can be procured, and the practice of economy in their use should be inculcated upon every pupil. They should always be of uniform quality throughout the class, and if possible, be selected by the teacher. They may be distributed by persons appointed for that particular purpose, and should always be under the charge and supervision of the teacher.

To aid in the selection of proper materials, the necessary qualities which they should possess are here briefly enumerated:

1. Pens: Metallic pens have now generally superseded the quill for common use.

Their general introduction has dispensed with a vast amount of unprofitable labor, in making and mending pens, and thereby effected a great saving of valuable time to teachers, enabling them to superintend and instruct their classes in a much more thorough and efficient manner.

Pens have been made of every kind of metal, yet nothing seems better adapted to the purpose than steel. Although gold pens have a great advantage over steel, in point of durability and flexibility, yet their quality of mark is generally inferior and lifeless. The appearance of the work of the gold differs from that of the steel pen as the oil painting differs from the steel engraving. The marks of the one are spread upon the surface, and the other cut into it.

Steel pens are made of nearly every conceivable shape, but those which are plain and semi-cylindrical are the best. The points should not be too fine and sharp for beginners, but should rather be firm and even, making a uniform and clear mark at all times.

Pen Holders: The plainest, lightest, wooden holder, not exceeding six inches in length, is the best. Never use a holder which is heaviest at its upper end. The clasp which holds the pen should be simple yet firm, holding it immovable while writing yet capable of being easily freed from broken or worn out pens. Pen wipers should be supplied by the pupil. A piece of black cloth, of any shape, will answer.

2. Ink is the most troublesome material used in writing. It is especially so with beginners, and from its peculiar nature requires the greatest caution in its management. Any discovery which might enable us to dispense with its use would do as much toward advancing the art of writing as the invention of steel pens has already done. As yet, however, it seems impossible to find any universal substitute, and we must patiently await the progress of discovery and the other arts.

Black ink only should be allowed in a writing class. It is of all shades and qualities, but that only should be procured which flows freely, is nearest black when first used, and will not change its color or spread under the surface after being applied. The depth of ink in the stands should never exceed three fourths of an inch, and fresh ink, or a little water, should be added as it is used or evaporated. The stands be kept free from sediment by washing and renewing the ink when necessary, and should never be left open. In taking ink upon the pen, never let it touch the stand, or dip it above the small hole in the pen.

This rule carefully observed, will save a great many blots and inky fingers.

3. Paper: With large classes, paper in the form of books is most conveniently managed. Books with engraved copy headings are in very general use, but many excellent teachers prefer the copy upon a separate slip to be laid upon the blank book or paper. Both methods have their advantages and disadvantages. In either case, the pupil should be supplied with a separate sheet to be used as trial paper for the pen, copy, or such exercise as may be given by the teacher. Letter paper, large size, is best for this purpose.

Blotting paper is an essential material, and should always be supplied to every pupil. The common red paper should be procured, cut into pieces a little larger than the hand, and distributed with the injunction to never touch it with a pen.

Having thus spoken of the various requisites of writing materials, we will again mention the articles with which every pupil should be supplied before attempting to write:

1. Pen, Holder, and Pen Wiper.
2. Ink.
3. Writing, Blotting, and Trial Papers.

BLOTTING.

How to Prevent Blots, and How to Erase them. Blots are nearly always the result of careless handling of the pen, filled with ink, and are universally considered the indication of carelessness or slovenly habits. Indeed, the first indications of advancement in the art of writing among beginners, is the absence of these unsightly stains, together with a general appearance of neatness and order in their work. To prevent blots, do not take too much ink upon the pen at once, and never allow yourself to hold the pen in your mouth, or carelessly by the end of the holder.

But as blots will sometimes occur, even with the utmost care, it is important to know how to erase them in the best manner.

First: Take your blotting paper and lay it lightly upon the blot. Do not press upon it, or lift it till the ink is all absorbed.

Second: Then change the paper to a new place, and rub it over the blot. Leave the spot until the ink is dry.

Third: When thoroughly dry, take a knife or ink eraser, and scrape it lightly until all color is removed, after which rub the spot with the handle of the knife, or eraser, until smooth and hard. You can then write over it if necessary.

Never put blotting paper upon your writing if you can wait for it to dry, as the color is much better if all the ink is left in the marks.

HINTS AND DIRECTIONS FOR CONDUCTING WRITING CLASSES.

The plan here presented for conducting classes, renders writing an eminently concert exercise. Such a plan, strictly carried out, must prove beneficial to the pupils as a discipline, and will commend itself to every teacher who desires complete system and order in each exercise of the school room.

This plan is adopted by the author in his own teaching, and has given the utmost satisfaction to every one who witnessed its workings. This, or a similar plan, adapted to the circumstances, cannot be too strongly recommended for adoption in every school in which writing is taught.

Each pupil should be furnished with the requisite materials, after which the following directions should be given by the teacher, and practiced by the class, until every pupil understands exactly the position to take though the number of the direction only is spoken, or indicated by a stroke of the bell.

The least violation should be noticed and reproofed, and the whole gone over and over again, until it is performed with military precision. Let the teacher's motto be, "Begin to write aright;" and as good writing itself is made up of the observance of apparently trifling things, let not strict order and discipline be laid aside for a single moment, if he would succeed. Difficulties and obstacles will doubtless be encountered, and the advantages of this over the common method may not at first be apparent; but all difficulties and obstacles will disappear, and the good results will be rendered certain and satisfactory, if the work be undertaken with determination.

Before commencing, each pupil should lay the pen upon the front of the desk, and place the book in the middle of the desk, parallel with the front edge. Then sit erect, and fold the hands ready to obey.

Signal 1. Sit directly forward until the body touches the edge of the desk, keeping it straight and erect. At the same time place the left hand upon the desk, in such a way that the forearm is parallel with its edges, and the fingers touch the book; then drop the right arm by the side.

Signal 2. Place the right hand upon the inkstand.

Signal 3. Open inkstands.

Signal 4. Touch books.

Signal 5. Open books.

Signal 6. Touch pens.

Signal 7. Take ink.

Signal 8. Adjust the pen, arm, &c., ready for.

Signal 9. Write.

At closing, the following directions may be observed:

Signal 1. Wipe pens.

Signal 2. Lay up pens.

Signal 3. Touch inkstands.

Signal 4. Close inkstands.

Signal 5. Sit back (as at opening).

Signal 6. Monitors arise.

Signal 7. Collect pens.

Signal 8. Touch books (the class).

Signal 9. Close books.

Signal 10. Collect books.

It is of the utmost importance that the whole class write after the same copy at the same time. This enables a single teacher to superintend a class as large as can be assembled in any room, and impart any instruction, by means of the blackboard, in all the general features pertaining to the lesson, as effectually as to a dozen. The special attention and instruction needed by each pupil can be im-

parted by assistants, each having charge of a single section of the class, and passing around to each individual, as in the ordinary way; at the same time illustrating and enforcing the general directions.

In order to make up for the differences of speed among the writers and keep them together, each pupil should be provided with a blank trial book, or sheet of paper.

Then let the whole class be brought together at the beginning of every page, by requiring those who have finished the previous one to write upon the trial paper, until permission is given to commence a new page.

In this way, pages written by the class during the absence of members, will be left blank, and must be omitted until the lesson for the day is accomplished. Back pages may then be written up, instead of using the trial paper.

Thus, it will be seen, no pupil need remain idle for a moment; there is no inducement for those disposed to hurry beyond the average speed of the class, as they can gain nothing by it; while the slow are urged forward.

Before beginning a new copy, the whole or the most important part of it should be written upon the blackboard, and the attention of the whole class directed to it, while the teacher explains the lesson it is intended to convey; analyzes the new or difficult letters, referring each letter to the class to which it belongs, the principle and manner of its formation; dwelling particularly upon its characteristic portion, and anticipating common errors in its formation; the whole interspersed with frequent interrogations, reviewing previous instruction.

No teacher who prizes success should allow the interest of the writing exercise to flag for a moment; for when the interest in any exercise is gone, all benefit is likewise gone. Life and energy should characterize the writing hour, and the teacher should throw into it extra exertion to relieve it from the monotony which is apt to characterize it. For this reason a morning hour is preferable for writing. More can be accomplished by this method in thirty or forty minutes than by the old method in an hour; while the working energies of a class cannot be profitably kept up for a longer period without relaxation.

We have already occupied much valuable space in the *Journal*, and fear we may have taxed the patience of its editor and some of its readers. The subject however, is still far from exhausted; but if we have succeeded in convincing teachers and superintendents of its extent and importance as a school study, and in awakening in any degree the spirit of philosophic inquiry in relation to it, we shall feel satisfied. Such as may desire to pursue the subject further, are referred to the "Text Book on Penmanship, Punctuation and Letter Writing," from which these articles have been compiled.

2. A PLEA FOR THE TEACHING OF DRAWING.

The sense of sight is, of all the senses, the one by and through which we learn most and learn best, and the one which is most capable of improvement by cultivation. It therefore plainly follows that, in any scheme of education, some provision should be made for the cultivation of the eye.

Now, drawing is the direct education of the eye, and, like reading, writing, and arithmetic, it ought to find a place in our time-tables on account of its very great general usefulness, and not because of its special usefulness in certain occupations. Such a knowledge of drawing as may easily be given to the pupils of our common schools has the following advantage: 1. It educates the eye, giving it completeness and accuracy of perception, and so increases its power that the knowledge obtained through it is acquired and remembered with more ease and exactness. 2. It improves the penmanship. 3. It is a kind of ocular arithmetic, useful not only in particular trades, but also in the ordinary affairs of life. 4. It gives command of a new and universal language. 5. It improves the taste, and is a pleasant and refining occupation for leisure-hours. 6. It is a fruitful and inexhaustible source of innocent pleasure. 7. By leading to the study, admiration, and reverence of the works of nature, it tends directly to the glory of God.

"Senex" implies that the requirements of the Revised Code will not allow us time to teach drawing; but in this I cannot agree with him. It is easily taught; the children are fond of it; and one good lesson per week, an hour long, or, better still, two short lessons of half an hour each, will be sufficient to secure the above-named advantages.—(D.) in *English National Society Monthly Paper*.

3. COMPETITION FOR SCHOOL PRIZES.

The Trustees of the Scotland Grammar School, offer the following Prizes, to be competed for by the pupils of the Common Schools of Scotland and vicinity.

Regulations.—All pupils who wish to compete for the prizes are required to send in their names to the Committee chosen for the

purpose, on the day of the competition; also a fee of Twelve and a half cents, to be applied to raising the funds for the prizes.

There will be a Committee chosen, to consist of the Superintendents of the various schools, the Grammar School Masters and three other Gentlemen, chosen by the Teachers on the day of competition.

There will be two prizes to be competed for by the teachers of the Common Schools, and Teachers competing for these prizes will be required to pay a fee of Twenty-five cents.

The books used for examination will be *Lovell's School Geography* and *Sullivan's Spelling Book*; and the Examining Committee will confine themselves to these in their questions.

It is desirable that all Teachers to whom this circular is sent, should enter into this plan heartily, and do all they can to carry it through successfully, so that it may be a benefit to the schools, and excite in the pupils a desire to excel in the branches for which prizes are offered.

It is proposed to hold the meeting in Scotland, on Monday, 21st December, at Mr. Pilkey's Hall—to commence precisely at ten o'clock, A. M.

Teachers to whom this Circular is sent, are requested to reply at once, and state if they will give their assistance in carrying out the undertaking.

It is earnestly hoped that all the Teachers will exert themselves in forwarding this plan, and induce as many of their scholars as possible to enter into competition for the prize.

LIST OF PRIZES.

Spelling,—First Prize, \$4; Second, \$3; Third, \$2; Fourth, \$1.
Geography,—First Prize, \$4; Second, \$3; Third, \$2; Fourth, \$1.

Teachers' Prizes in both Spelling and Geography,—First Prize, \$6 Second, \$4.

F. S. HAIGHT, M.A.
FOR TRUSTEES

Teachers will address F. S. HAIGHT, SCOTLAND, stating how many of their pupils will probably compete for any of the prizes. Scotland, U. C., October 5th., 1863.

VI. Papers on the School and Home.

1. THE SCHOOL AT THE FIRESIDE.

Now that teachers are asking each other what they can do to improve the reading of their scholars, I would urge them to consider whether they sufficiently encourage those whom they teach to read at home aloud by their firesides to their parents.

In the upper ranks of society children are constantly reading tales, dialogues, and familiar sketches in words to their mothers and governesses; and in this way they acquire a familiarity with words and a fluency of expression which, except in a few cases, you vainly seek for among poor children. I believe that the brain of a poor child is not different in form, size, and quality from that of a rich child at its birth, and therefore that we must point to some species of training which the rich child passes through to account for that intelligence in certain things which it displays in a superior degree when compared with a poor child. This training is its constant habit of reading lively books aloud to its parents and governesses; that it is training, and nothing else, is manifest from this consideration, that in certain matters in which the poor child has training and the rich child has none, the poor child is vastly more intelligent than the rich one. In all those stern realities of life which are constantly staring the poor in the face, and which the rich do not experience,—in the getting bread and meat in the providing for the day that is passing over them,—the children of the poor display an amount of sharpness of intellect which is not found among the children of the rich.

If what has here been advanced is true, the greater intelligence of the children of the rich must be due to reading; wherefore it should be the aim of teachers to encourage their scholars to read at the fireside, and thus to establish schools upon the hearths of the homes of the young whom they are privileged to instruct.

If our forefathers, who paid sixpence for a newspaper consisting of two small leaves or four pages, could rise from their graves, how great would be their surprise at the cheapness of books and periodicals, which are issued by tons' weight from the press! The printing-press is now the greatest of the world's wonders. The children in our schools may buy with a penny literature which our forefathers never dreamed of. It should be the aim of teachers to encourage in their scholars a love of reading at home.

Experience proves that the last thing which children think of is the purchasing of books and cheap periodicals, but that when they once got into the habit of reading, it is the last thing which they willingly give up.—A FRIEND TO SCHOOLS AT THE FIRESIDE, in *Eng. Nat. Soc. M. Paper*.

2. THE SCHOOL IN THE HOUSE.

Every family is a school. All its members are teachers, all are scholars. Without text-book all study, and by instinct all learn. Looks, smiles, frowns, caresses, reproaches, shrugs, words, deeds, make up daily household lessons, from which each learner derives first impressions; next convictions; and then character. What the school in the house *should be*, may often be best known by noticing what it is *not*. If domestic courtesy, and family politeness, and mutual forbearance, and a considerable patience, and befitting love are not in the house, there will be in their stead, rudeness and selfishness, and impatience and strife. These last are scorpions whose deadly venom is sure destruction of domestic peace, concord and happiness. Christian parents, you are teachers at home! Let your children learn what practical piety is from the benignity of your tempers and the blamelessness of your examples.

3. THE EDUCATION OF CHILDREN EDUCATES THE PARENTS.

We often speak of the manner in which we educate our children, but how seldom do we think of the degree and ways in which our children educate us. Yet quite clearly is it one great part of the design of children and of the family relationship to exert just this reflex influence, and mould the characters of the parents while they are moulding the characters of the next generation. One of the most palpable illustrations of this is the extent to which children exert an influence in forming the familiar speech of the family. Max Miller has shown in his wonderful lectures on language, that it is the common people who think least, that form the bulk of any language. Their modes of speech and pronunciation are imbedded and embalmed in the idioms, phrases and newly coined words and growth of a language far more completely than those of the more cultivated and refined classes. Children however, exert a far more practical influence in the formation of the language of the family circle than even this. Words work their way *upwards* from the lower to the higher degree of intelligence far more frequently than persons generally suppose, just as water is boiled by putting the fire *under* and not *above* the fluid, because of the law by which heated fluids become lighter, and rise, carrying the heat up with them. Perhaps Adam called his wife Eve i.e. "*mother*," just as many fathers now thus call their wives "*mother*" or "*mamma*" in imitation of the language of the children. The effort of a parent to communicate ideas to his child leads him to try and simplify those ideas as much as possible, and use the language in which the *least* intelligent can at once comprehend them, and first give back the impression made by the new thought. How many words and phrases are there in every language and every family that have arisen thus out of the family jargon.

That is a great change which Providence produces in the relations of husband and wife, to the rest of the world and even to each other, through the education of children. The Great Author of existence draws very near to them in the birth of their first child, and seems to say to each of them as the daughter of Pharaoh said to the mother of Moses, "Take this child and educate it for me, and I will give thee wages." It gives to the life of those parents a new and higher impulse and ambition. The education of the children by degrees unites those two in a new and higher wedlock, a oneness of purpose and a train of new duties, out of themselves, out of each other, out of the whole world besides, but all centering in their children. Their language, their habits of life, their relations to the outside world, become by degrees quite secondary matters, and all are sensibly moulded and conformed most condescendingly (not to the wishes and whims of the children, if the parents are wise), but to their substantial interests.

This new life on which the parents thus enter, is in fact, also, a new and higher course of education for themselves, if rightly viewed; one having higher and holier rewards than any other on earth, with comforts for old age in the returning affection of the young life which thus becomes the supporting staff of age, and the hope of all future ages here on this broad, beautiful, and ever progressive world of ours. While time lasts, no truly parental aim and effort become lost, but all bear fruits in the great future of the coming ages of this earth. All the cares and anxieties which children give in their infancy and youth, all the pains and diseases they suffer, and all the deaths of those who die young, are in truth the processes of a gigantic, broad and generous system of education, through which the Great Author of Being is instructing and disciplining parents for the great work of making and moulding the future men and women who shall survive on the earth, into a nobler, better, more powerful, and more refined race than those of the present.

Those who contribute in any way to this great work, whether by labouring or meekly suffering for it, shall not lose their reward. But those who by their own incorrigible selfishness will give up none of their favorite habits, or mould their courses, and so educate them-

selves with reference largely to this work, will soon be swept away by the tide and current of an advancing humanity.—*Phila. Ledger.*

4. MAKE YOUR HOME PLEASANT.

A child may as easily be led to associate pleasure with home ideas as to think of it in connection with the home of his playmates. Certainly, if allowed to do so, he can as readily connect happiness with parent, brothers, and sisters, as with those of other kin. And a child will do so unless happiness and pleasure when he calls for them under the parental roof, respond "Not at home!" All home pictures should be bright ones. The domestic hearth should be clean and joyous.

If home life is well-ordered, the children having, according to age, work-time, play-time, games and household sympathies, they will love and find pleasure there.

Give the little ones slates and pencils, and encourage their attempts to make pictures. Drawing will amuse them when noisy plays have lost their zest or are unseasonable, and the art will be useful to them in all the business of after life. Have them read to each other stories and paragraphs of your selection, and save the funny things and the pleasant ones you see in papers and books, to read them at your leisure. You cannot imagine how much it will please them, and how it will bind them to you. But choose well for them, for the impression made on their minds now will last when the hills crumble. Have them sing together, and sing with them, teaching them songs and hymns. Let them sing all day, like the birds, at all proper times. Have them mutually interested in the same things, amusements, and occupations, having specified times for each, so that their habits will be orderly. Let them work together—knitting and sewing—both boys and girls. They enjoy it equally unless the boys are taught that it is unmanly to understand girls' work. They should know how to do it, and practically, too, as thereby they may avoid much discomfort in future life. Let them work together in the garden—boys and girls—both need out-of-door work. Together let them enjoy their games, riddles, all their plays, books, and work, while the parents' eyes direct and sympathize, and blend in loving accord. Have the children do some little things, daily, for your personal comfort; let them see that it gives you pleasure, and that you depend on them for the service. This will attach them to you more strongly; and if they feel responsibility, even in matters of themselves trivial, and are sure of your sympathy, their affections and joys will cluster around the home hearth.

Children like to be useful; it makes them happy. So give them work-time as well as play-time. But, in any case, and in all cases give them sympathy. Express love for them.—*Sunday School Teachers' Magazine.*

VII. Papers on Evening Schools.

1. WINTER EVENINGS AND NIGHT SCHOOLS IN CITIES AND TOWNS.

Winter as it draws near can scarcely fail to bring again under discussion the management of night schools in villages and in towns. No person who reads these lines doubts the importance of such schools as means of continuing the education of those youths of both sexes who have left the week-day schools to engage in the battle of life. This being their primary use, we should not forget their secondary use, which is to afford a little education to those who have never had any. Many difficulties attend the management of night schools; but we suspect that they have been unnecessarily magnified, and that there really is only one difficulty which need engage serious attention, namely, the finding teachers to conduct such schools. This difficulty, we think, is smaller than it formerly was.

Firstly, it is seldom that the rent of a room in which to hold the night school falls as a charge. In ninety cases out of a hundred the room in which the week-day school is kept is available for the night school; and in a parish in which there is not a week-day school-room, a room of some kind may generally be found. We have known a barn with a common stove in it to be used on winter nights, and one of the best night schools we have ever seen was held in a laundry at a parsonage; another was held in the kitchen of a rectory, another in a harness-room, and another in the vestry of a church. The old proverb, "Where there is a will there is a way," is applicable here. Finding a room is seldom a difficulty.

Copy-books, a black-board, slates, and reading-books, are articles indispensable to the management of night schools; and we have now to see how these may be obtained. If there is a week-day school, the reading-books used therein may be employed in the night school, and if there is not a week-day school, small books written expressly for evening schools may be purchased, for example, at the National Society's Depository for a few shillings. If the Bible is read, the

scholars might be encouraged to bring their own Bibles. It is desirable to encourage them to buy from the Superintendent of the school even their own reading-books; certainly they should buy their copy-books. A black-board and slates might be found for the use of the entire school at the cost of a few shillings.

The best type of a night school is that which is self-supporting.—A short time ago we were speaking to the incumbent of a London parish whose efforts in furtherance of education have justly gained for him great praise, but whose parish, or rather whose late parish, is the abode of the lowest population in London, socially, morally, and intellectually, in fact, migratory costermongers living in squalid dens less clean and comfortable than the dwelling places of her Majesty's pigs, "which," said the incumbent, "I had the honor to visit some time ago." But even in this parish, hopeless to all appearance, night schools were attended by lads and men out of those squalid dens; and these night schools were self-supporting, their expenses being entirely defrayed by the school fees. The fact is, in winter evenings time is heavy on the hands of men and lads; they know not how to spend it agreeably; and to them, therefore, the night school comes as a welcome relief.

The chief, nay the only difficulty is to find teachers for night schools. Under the Old Code of the Committee of Council, a master who had pupil-teachers to educate was prohibited from teaching in a night school, or indeed from undertaking any evening employment of a scholastic kind on his private account. These restrictions no longer appear in the Revised Code: so that if teachers desire to devote their winter evenings to the instruction of pupils in night-schools, there is nothing in the Code to prevent their doing this.—Hence it is less difficult to find teachers for night schools than it formerly was.

The assistance rendered by ladies in managing night schools is most valuable. We have seen a large class of rough countrymen and lads taught very efficiently by a young lady; and her pupils have derived an amount of interest from her lessons, and a degree even of "polish" or refinement from her influence, which the incumbent, his curates, and the schoolmaster put together, could not have imparted. And if any young lady exercising charity, and with it common-sense, the parent of "tact," can make up her mind to devote a part of her winter evenings to the good work of instructing those whose lot in life is less favourable than her own, she may be assured that in her labour of love she will not go without success and a blessing.

The most popular lesson in a night school is the writing lesson, and for this reason it will be well to make it the first lesson, as a means of inducing the scholars to come early: they do not like to miss their writing lesson. Every effort should be made to impart interest and liveliness to the work of the night school, and towards this end tales should be selected out of reading-books as the reading lessons of the senior classes. Tales of adventure are always interesting. The last ten or fifteen minutes in the evening might be spent in reading aloud to the classes a short tale, such as *Harry and Archie*, or a *Trap to catch a Sunbeam*, or some of the simpler papers published in *Pleasant Hours*. A short lecture about Captain Cook, or Dr. Livingstone, or Robert Stephenson, or any other celebrated personage, would frequently be an agreeable mode of closing the work of the evening. Of course the business of every night school should be begun and ended with prayer. A Bible lesson is not necessary every evening. Twice a week, when there is a good attendance, would be sufficient for such a lesson.—*English National Society's Monthly Paper*.

2. EVENING SCHOOLS.

It may be questioned whether evening schools have received the attention they deserve as a part of our system of elementary education. Their importance is manifold. Without being intended or calculated to supersede day-school instruction, they are specially valuable as supplementary to it. The early age at which children leave the day school is an evil best mitigated by means of the evening school. Where the former does not exist, the organization of the latter not unfrequently develops the necessity, and issues in the establishment of a day school.

For the information and guidance of those satisfied of the importance of the subject, but who may be deterred from entering upon this form of benevolent action, either from doubt whether the suitable agency is at hand, or from ignorance of the best method of procedure, we propose to offer some suggestions, and to lay down some general principles. It is assumed that a suitable place for such a school can be obtained without much difficulty; that there exists some degree of preparation for, and sympathy with, the movement; and that an agency more or less efficient is available. This last, though of first importance, will not supersede the necessity for attention to the following general principles.

The meetings of the school should not be too frequent. Twice, or at

most thrice in the week, for two hours at a time, will, in most cases, be found sufficient. It is better to create a demand than in the outset to supply to satiety. The attendance will be more regular, the interest more likely to be sustained,—and these are in any school, especially in an evening school, elements essential to success.

Almost the only instances in which four meetings in the week would be warranted are—where the numbers attending require classification, where there are separate classes for males and females, or the attainments of the learners justify an extension of the subjects taught, so as to embrace geography, grammar, or history.

Due consideration must be given to seasons and circumstances. Indeed the evening school may be said to have its "season." From Michaelmas to March or April will usually be found the most or only suitable time for this class of effort. It is better far to set these limits than to continue with diminished numbers and declining interest. An occasional and temporary break is sometimes expedient, and tends to revive drooping attention. Where it is possible to intersperse public or class readings or recitations on appropriate subjects, considerable advantage will arise, especially if members of the classes are at all competent to take part. Judgment and experience are required to render this plan really effective. It should not be regarded as the end in view, but used as an incentive to diligence and perseverance.

A payment should, in all cases, be required of the scholars. It is a common observation in relation to education that what is freely or too cheaply obtained is lightly esteemed, and this remark applies with full force to evening school instruction. Weekly payments are to be preferred to nightly, and as in the day school, these should be made in advance. As a rule, the amount of payment should not be less than 2d. per week, and where higher branches are included, even 3d. or 4d. might not, in some districts, be considered too much. Localities differ, but we are prepared to contend for the principle of some charge, even where the services of the teachers are gratuitous, and the expenses consequently trifling. There are, in such cases, obvious methods of appropriating the amounts so received for the benefit of the contributors.

The principal teachers must possess some power of control. Order is in the school a means to an end. Without it there can be no satisfactory or effective teaching. To maintain it is often a practical difficulty. Where the evening school is an appendage to the day school, or is conducted by a trained teacher, no difficulty on this point will exist. Hence the value of such an agency. Nor less so, in the solution and adjustment of collateral questions, such as the age of admission, the separation or otherwise of the sexes, the most suitable subjects of instruction, and the best methods of classification.

One of the professed objects of the Revised Code is to give encouragement to the establishment of evening schools by offering pecuniary aid, based upon and regulated by the results of an examination conducted by her Majesty's Inspector, in conjunction with that of the day school. The limitations and requirements are—(a), that the scholars be above twelve years of age; (b), that the time of instruction be not less than one hour and a half at each evening meeting of the schools; (c), that the scholars in the evening school pass an examination by her Majesty's Inspector, according to the standard prescribed for the day schools.

The money grant consists of 2s. 6d. per scholar, according to the average number in attendance throughout the year at the evening meetings of the school and for every scholar who has attended more than twenty-four evening meetings of the school, 5s., subject to examination. These sums may be claimed by the managers of the school, but for every scholar for whom the 5s. is claimed, who fails to satisfy the Inspector on examination, the sum of 1s. 8d. for such failure in reading, 1s. 8d. for failure in writing, and 1s. 8d. for failure in arithmetic is forfeited.

The pecuniary value of the plan will depend upon circumstances over which the teachers and managers have no control. The visit of the Inspector may occur in the summer, when the school does not meet; there may be unwillingness on the part of the learners to go through the ordeal of an examination; by some the standard prescribed may be regarded as too elementary; by others, as exposing them to invidious reflections and remarks. Should these or other obstacles be found to thwart the object designed, some modifications of the plan will be required. Meanwhile, we hope and believe that the subject will engage the earnest interest and prompt attention of those teachers and committees who may have overlooked or under-estimated so important a means for the instruction of their poorer or more ignorant neighbours.—*English Educational Record for October*.

3. COLLEGIATE EVENING CLASSES.

Professor Leone Levi, King's College, London, lately addressed a meeting in the Council Chambers, Edinburgh, on the success of

collegiate evening classes in London, with a view of suggesting the adoption of similar classes in Scotland. The Lord Provost occupied the chair. Professor Levi said that on his arrival in London in 1852, he had succeeded in obtaining the permission of the Council of King's College to give evening courses of lectures upon commerce and commercial law. The classes had been from the very first well attended. The success of this single class had encouraged the authorities of King's College to extend the operations in this direction, and the secretary afterwards proposed that a regular department should be formed for instruction in the evening in every branch of science. The Professor acquiesced, and all the branches of science were opened in the college for the reception of young men. The college was one of the largest in London. They had about 600 day students, and they had a school numbering 600 or 700, so that that made 1300 actually receiving their education there. They had a large staff of professors, lecturers, and teachers; they had a noble library, and halls and class-rooms in abundance; and all these were thrown open in the evening to the young men in the city of London. The trial had succeeded admirably. There were two sessions—a winter and a summer. The principal part, however, was the winter session. The classes were open to all, and the only condition was that the young men should bring a letter of introduction from some gentleman who was known, as a guarantee for their good conduct. The great advantage the King's College classes afforded over the previous evening classes for young men, or the Society of Arts' examination and other efforts in that direction, had been that the young men attending these classes could matriculate in the college, and could thereby become members of the King's College, London, and could thus be prepared to go forth for degrees. A man in this way could attend during the day to his occupation, and if he had a taste for study, he could advance two things at the same time; he could get his livelihood from his daily work, and at the same time prepare himself for a future career in some other profession.—*The Museum.*

VIII. Biographical Sketches.

No. 40.—THE RIGHT HON. LORD LYNTHURST.

The Nestor of the House of Lords, as he used to be called, is dead. The Right Hon. John Singleton Copley, F.R.S., D.C.L., was born in Boston, Massachusetts, May 21, 1772, dying at the advanced age of 91 years. He was a son of the artist Copley, went with his mother and sisters to England when he was three years old, and was educated at Trinity College, Cambridge, where he took his B.A. degree in 1794 as Second Wrangler and Smith's junior Mathematical Prizeman. He was at first intended for "the Church," but having been elected a Fellow of his College in 1797, he resolved to follow the law, and entered himself as a student at Lincoln's Inn. Having been also appointed "travelling bachelor" he visited the United States and Canada in the latter part of the last century. He returned to England in 1798, and was called to the bar in 1804. He laboured assiduously at the practice of his profession, and became the acknowledged leader of the Midland circuit. In 1817 he was brought permanently into notice by the part which he took in connexion with Sir Charles Wetherell, in the trial and successful defence of Watson and Thistlewood for high treason. So popular did his defence of these men become that the walls of London were extensively placarded with the words "Copley and Liberty." His political opinions in early life were liberal, but he entered Parliament in 1818 under Tory auspices. The same year he became Solicitor General in the Liverpool Administration, and in 1823 was raised to the Attorney Generalship, which was rendered vacant by the elevation of Sir R. Gifford to the Mastership of the Rolls and a peerage. In 1820 he assisted in managing the trial of Queen Caroline by the House of Lords. In 1826 he was returned as a colleague of Lord Palmerston to represent the University of Cambridge, and a few months later was made Master of the Rolls. In 1827 he opposed the Catholic Emancipation, but accepted the Chancellorship soon afterwards on the retirement of Lord Eldon. On the 27th of April of this year he was created Baron Lyndhurst of Lyndhurst. He retained the Great Seal until November, 1830, when he retired with the Ministry of the Duke of Wellington. In 1831, however, he was appointed by Earl Grey, despite his political opinions, Chief Baron of the Court of Exchequer, which he retained until the return of his party to power in November, 1834, when he was re-appointed to the Chancellorship by Sir Robert Peel. He again resigned the Great Seal in the April following; but was appointed a third time, in 1841, to the same high office, which he held until the advent of Lord John Russell to power in 1846, since which date he has been free from the cares of office.

Although at first opposing the Catholic emancipation bill, he found occasion to change his views on the subject, and in 1827 supported the measure. His official career was marked by but few

very brilliant oratorical displays, but he introduced some useful measures of law reform. In 1831 Lord Lyndhurst was one of the strongest opponents of the Reform Bill in the House of Lords; and in May 7th, 1832, he carried in the committee on the bill, a postponement of the disfranchisement clauses, which the supporters of the measure regarded as the sign of a determination to reject that part of it. The Ministry of Lord Grey immediately resigned; but the House of Commons declared, by a large majority, its determination to stand by the bill, and the Ministry too, and dissatisfaction began to show itself in an alarming shape. In this crisis Lord Lyndhurst was intrusted by the King with the formation of a Tory Ministry, composed of persons who were not unwilling to concede some portions of reform. He was forced, however, to abandon the task after a few days of unsuccessful effort. His Lordship was in the habit of reviewing the work of each session in masterly speeches, replete with the severest sarcasm. The attacks which he made on the Whig Government, in these speeches, are not yet forgotten. After his retirement from office in 1846 he acted the part of an exalted and impartial critic of the measures brought forward by Liberals and Conservatives alike, though he lent Lord Derby a stronger support than was deemed probable from his antecedents in office as the colleague of Canning and Sir Robert Peel. He was a warm advocate of the war with Russia, made a masterly exposition of the policy of Prussia in 1855, and denounced the peace concluded at Paris in 1856 as a virtual capitulation on the part of England. In his old age he continued one of the most attractive speakers of the House of Lords. When he spoke on an important question the House was crowded. Though not one of the first of English orators, his style of speaking was very captivating; his voice was one of the most clear and musical, while the clearness of his diction and the chaste elegance of his style were most remarkable. He frequently made allusions to classical literature; but they were always in good taste and applicable to the subject. He made a very forcible speech on the "Trent affair" and we are not aware that he spoke afterwards in the House of Lords.—*Leader.*

No. 41.—THE MOST REV. ARCHBISHOP WHATELY, D.D.

The telegraph brings us intelligence of the death of the celebrated Dr. Richard Whately, one of the most eminent theologians and writers upon political economy and logic of modern times. He was son of the Rev. Dr. Whately of Norwich Park, Surrey, and was born in 1787, being at the time of his death about 76 years of age. He was educated at Oriel College, Oxford, of which, in 1819, he was elected a Fellow. The college of Oriel is famous for having sent out some of the greatest thinkers of which English Churchmen of the present generation may boast, such as Dr. Arnold, Dr. Copleston, Dr. J. H. Newman and the subject of this sketch. Whately was appointed to read the Bampton Lectures in 1822, in which year he accepted the rectory of Halesworth, in Suffolk, value £450 per annum. In the contest which took place in the University when Sir Robert Peel appealed to his learned constituents upon the Catholic Question, Whately voted for the right honorable baronet. In 1830 he was appointed President of St. Alban's Hall, and Professor of Political economy; and in 1831 he was made Archbishop of Dublin and Bishop of Glendelagh. The Diocese of Kildare was subsequently added to his charge. He published a considerable number of theological writings, consisting of sermons and charges; all marked by a desire to place religion on a simple and scriptural basis, and in harmony with man's intellectual nature. In the administration of his office he displayed a uniform liberality, and was a constant promoter of the National system of education in Ireland. He wrote voluminously. His style is aphoristic and luminous, and his reasoning severe. For the *Encyclopedia Metropolitana* he wrote his two celebrated works, *The Elements of Logic* and *The Elements of Rhetoric*, which have been oftener reprinted than any similar works. Besides a large number of eloquent sermons and charges to his clergy, he wrote "Essays on some of the dangers of Christian Faith," "Introductory Lectures upon St. Paul's Epistles," "Thoughts on the new Dogma of the Church of Rome," &c. Apart from Theology he produced, among other excellent things, "Introductory Lectures to Political Economy," "Historic doubts relative to Napoleon Bonaparte," and "English Synonyms." The world has lost a great man in Archbishop Whately, but, like old Horace, he might have said before his death—

"Exegi monumentum ere perennius,
Regalique situ pyramidum altius."

—*Leader.*

The Irish *Times* of the 9th inst. further remarks: Dr. Whately, during his episcopate, it is worthy of notice, saw five of those whom he selected as chaplains raised to the bench—viz. Drs. Dixon, Hinds, Wilson, and the present bishops of Meath and Killaloe. As to his works, it would take a full essay in one of the Quarterlies to give any adequate idea or outline of them. He has been before the world as a writer for fifty-two years. Several of his books have

reached a large number of editions—one of them, the "Christian Evidences," fifteen, besides having been translated into five different languages. In 1819 appeared "Historic Doubts," signed by a name from the old Caballa, "Knox Ompax." It was written to meet and refute the German Neology which was then beginning to insinuate itself into this country. To this early rationalism it was, as we were saying, that the "Historic Doubts" were addressed—nor has that subtle heresy ever met with a more powerful or more telling exposure. The little treatise has since become a household word, having passed through thirteen editions. Besides Sermons and his annual Charges, and contributions to the periodical literature, which he flung out with a lavish profusion, he published several illustrious works after his consecration—the greatest of all being, probably, as Bishop Copleston thought, "The Kingdom of Christ," the first part of which contains the completest argument for the Saviour's Divinity, and the finest piece of Gospel Harmony (as to the two trials) that we know of. He published also "Lessons" on several subjects, which, in fact, are absolutely marvels of simplicity and condensation. The list of his books, as it lies now before us from his publisher, extending over six octavo pages, is amazing from its extent, and the variety of subjects it contains. The characteristics of his writings, often as epigrammatic as Johnson's "Table-Talk," are clearness and cogency; pre-eminently controversial fairness and honesty. In all his volumes there is not one affected expression, scarce a foreign word—his was the very purest Saxon—perhaps of all dead or living writers on the evidences of our most Holy Faith, he was the most cumulative. His conversation was indescribable—it was as finished as Macaulay's studied sentences—and his marvellous power of impromptu quotation and illustration as ready, rich and happy. He was never heard either in abstruse discussion or in casual converse, to correct or improve or explain his words—all dropped from him as clear and as rightly placed as in his printed books. His fund of anecdotes, alike from ancient lore and "modern instances," was inexhaustible and always ready at command; and though he could relate them with the raciest piquancy and point, he never told one for the anecdote's sake—always to mark down some fallacy or illustrate a moral truth. The Archbishop was no party man; he never in Parliament gave a "Ministerial" vote, nor did he ever in his life even give an election vote, except for the late Sir R. Peel, at Oxford, and then "because he thought that Peel was unfairly treated." In Church matters he belonged to neither the High nor the Low parties; he was himself rather a chief pillar of what is called the Broad; the chief characteristic of which we take to be, a freedom from exaggerations of doctrine on one side, and ritual on the other, together with a large exercise of our intellectual faculties in matters of religion, based (in his Grace's case, at least) upon a robust belief in Holy Scripture, and on an unfeigned and loyal attachment to the Book of Common Prayer in all its parts—its worship, its sacrament, its rubric, and its articles. As a man, his personal tastes and habits were charmingly simple. While he could "speak with princes in the gate," he was as accessible and as affable as the youngest clergyman in his diocese. He was, if ever man was, a munificent and "a cheerful giver," foremost in public and generous in private bounty; we know of a certainty that we are correct in saying that, such was his benevolence, no case of real distress ever appealed to him in vain. He dispensed not only to his clergy, but to a large circle of friends, a constant and dignified hospitality. As a prelate, his rule, though vigilant, was mild, gentle, and paternal, ever leaning to the favourable interpretation; and as a ruler of men, he had that rare instinctive Nelson-gift of winning the heartiest work from all placed under his command, nor was ever leader served with more willing obedience. He is now gone, and we miss him! He is gone, and we can but speak of him, and recall him to our thoughts, and bless his memory, and embalm his name! He is gone, and he carries with him the prayers and praises of his diocese over which he presided. Gone!—gathered to his blest eternal rest, as a "faithful servant, to enter into the joy of his Lord!"

NO. 42.—THE REV. FATHER FABER.

One of the most noted members of the Church of England, who went over to the Roman Catholic Church, has paid the last debt of nature, at the Oratory, at Brompton, near London, England. He was one of the pioneers in the Tractarian movement; and a leading contributor to the "Tracts for the Times." His writings were condemned by the University of Oxford,—of one of the Colleges of which he was a Fellow, and those of our readers who remembered the proceedings which then took place in the Senate, will scarcely forget that when the vote *Placet or Non Placet*, was called from the members, the Rev. Mr. Oakley, another late convert, threw down his glove, and declared he had a right to hold all Roman doctrine, and still remain a priest of the Church of England. Mr. Faber is a remarkable trio, who has departed to his rest. Father

Newman is the Superior of the Oratory, where his friend and more than brother, has passed away. Dr. Pusey still remains in the Anglican Church; but no one will regret the demise of Father Faber more. They were kindred spirits,—men removed from the common of mankind; who expected to achieve another great reformation in this century, but were foiled. A celebrated book, now out of print, but published some sixteen years ago, entitled "From Oxford to Rome," is said to give a full, true and correct account of the conversion of Mr. Faber, and his giving up wife and children, for his faith's sake. That he did so, there is no question. After he resigned his fellowship he married; and when he took orders in the Roman Catholic Church, his wife entered a nunnery as well. Father Faber was quiet, gentle, unassuming in his manners—a true servant of His Maker; and most devoted to the poor. "After life's fitful fever, he sleeps well," and there are few who belong to the religion he professed, who knew him even in Canada, that will not regret his loss.—*Montreal Transcript*.

NO. 43.—MRS. TROLLOPE.

The death of one of the most prolific writers of fiction in the English language is announced in the same paragraph which informs us of the death of Archbishop Whately. Mrs. Frances Trollope was seven years the senior of the Archbishop, having been born in 1780. She married Thomas Anthony Trollope, Barrister-at-Law, and for some time resided at Harrow; but in 1829 circumstances induced her to visit America. After three years residence in Cincinnati, which was varied by occasional wanderings to other parts of the States, she returned to England, and produced her first work—"Domestic manners of the Americans," which created a sensation on both sides of the water. The Americans accused it of coarseness and untruthfulness, as they did the later work of her relative Anthony Trollope, who, two years ago, went over most of the ground travelled by his kinswoman at an early day. This work was so successful that the authoress embodied her views and impressions further on the same subject in a novel called "The Refugee in America." She then turned her attention to other subjects. In 1833 she published a tale in three volumes called "The Abbess," and one year later a second retrospect of travel, under the title of "Belgium and Western Travel in 1833." In 1836 appeared "The adventures of Jonathan Jefferson Whitlaw," a novel representing the condition of the black and coloured races in the Southern States. During the same year she appeared again in "Paris and the Parisians in 1835." "The Vicar of Wrexhill," which succeeded this work, established the fact of her power as a novelist. Several works of travel and fiction succeeded this one up to 1839, when "The Widow Barnaby" appeared, which is a very amusing description of the career of a vulgar, scheming, husband-hunting widow; this was succeeded in 1840 by "The Widow Married," a continuation of the former work—three or four other books having intervened during the course of a year. Between this time and 1844 she published some five or six other works of travel and fiction. Since '44, she has given to the Press, "Petticoat Government," "Father Eustace," "Uncle Walter," and "The Clever Woman." Some years since she took up her permanent abode at Florence, where, we presume, she died. Her later works are considered inferior to those which came from her pen in her earlier days. Since 1836 she has disappeared from the literary world, old age with its infirmities having crept in upon her.—*Leader*.

IX. Papers on Industrial Statistics & Art.

1. THE STATISTICS OF EUROPE.

A curious bird's-eye view of the political and social state of Europe is afforded by a heavy blue-book, just published by our Government, under the title of "Statistical Tables relating to Foreign Countries." First, as to density of population, we find that while in England and Wales there were 352 inhabitants living in one square mile, in Russia there are only 10; in Norway, 12; in Sweden, 22; in Greece, 56; in Spain, 89; in Poland, 91; in Moldavia, 100; in Portugal, 104; in Denmark, 119; in Switzerland, 161; in Prussia, 165; in France, 176; in Brunswick, 194; and in Holland, 280 persons to the square mile.

There are only two countries in Europe, at this moment, possessing a denser population than England and Wales—namely, the kingdom of Wurtemberg, in which there are 373 inhabitants to the square mile; and Belgium, with 393 persons on the same space of ground. However, if we take the population of England alone, leaving out the principality, the density is one of 377 individuals to the square mile; so that, in this case, Belgium is the only country in Europe more thickly crowded with inhabitants than our own.

In England, for the last few years, the proportion of marriages to the population has been one in 123, which is a higher rate than that

of most European countries. In Norway the proportion is one in 124; in Hanover, one in 128; in Holland and Denmark, one in 129; in Sweden, one in 135; in Spain, one in 141; in Bavaria, one in 160; and in Greece, only one in 174. Proportionately more marriages than in England and Wales are made in France and Belgium: in both countries the rate is one in 122; in Austria, where it is one in 117; in Russia, where it is one in 121; and in Prussia, where it is one in 108. Rather more fixed is the proportion of births to population. It is one in 28 in England and Wales; one in 29 in Spain and Bavaria; one in 30 in Belgium, Holland, and Norway; one in 32 in Sweden; one in 33 in Hanover, the Hanse Towns, and Denmark; one in 34 in Greece, and one in 38 in France. Consequently, the natural increase of population is lower in France, in spite of the high marriage rate, than in any other European state.

More fertile than England are only Wurtemberg, where the proportion of births to population is one in 26; Russia, where it is one in 25; Austria, Saxony, and Prussia, where it is one in 24; and Poland, where the proportion is one in 23.

The greatly varying sums which the different nations of the world pay for their government form very interesting points of comparison. Great Britain, it is almost unnecessary to say, stands at the head of all nations in this respect, the public revenue amounting to £2 13s. per head of the population. Next in the list stands Holland, the best taxed country of the continent, with £2 9s. per head; and then follows France, with £2 0s. 8d. The inhabitants of Hanover have to pay £1 11s. 1d., each for being governed; while the subjects of King Leopold disburse £1 6s. 3d., and those of Queen Isabella, £1 5s. 4d. per head for the same. In Prussia, despite its high standing army, the taxation does not amount to more than £1 2s. 3d. for each individual; while the revenue of the other states of the confederation varies from 13s. to £1 per head of the population. In all the remaining countries of Europe the burden of public taxation amounts to considerably less than one pound per head. The Danes pay 19s. 8d.; the Portuguese, 17s. 4d.; the Greeks, 16s. 8d.; the mixed races inhabiting the Austrian empire, 16s. 4d.; the Norwegians, 13s. 11d.; the Swedes, 9s. 2d.; and, last of all, the Swiss only 6s. 10d.; per head.

It is with something like awe and trembling that we approach a last subject of comparative statistics—the public debt of modern nations. Here, again, Great Britain stands at the head of all other countries in the world. Our eight hundred millions of indebtedness, divided equally between the twenty-nine million inhabitants of England, Scotland, and Ireland, give a share of responsibility amounting to very nearly £28 to every soul. But the Dutchman are responsible for very nearly as much; the share in the public debt of Holland, per head of the population, being £26 11s. 3d. France, the next in the list, has proportionally less than half the debt of Holland, the share of every inhabitant amounting to not more than £12 3s. 9d. Now, the figures sink rapidly. In Portugal the public debt per head of population amounts to £7 14s. 7d.; in Spain, to £6 13s. 2d.; in Austria, to £6 8s.; in Belgium, to £5 12s. 9d.; in Bavaria, to £5 14s.; in Saxony, to £4 10s.; in Denmark to £4 9s. 1d.; in Greece to £3 14s.; in Russia to £3 9s.; in nearly all the states of the German Confederation to from £2 to £3; in Norway to £1 1s. 9d.; and in Sweden to 9s. 2½d. Switzerland and several of the smaller German States have no public debt whatever.—*London Globe.*

2. A YEAR'S RAILWAY WORK IN GREAT BRITAIN.

In the year 1862, the enormous number of 180,429,071 passengers travelled on the railways of the United Kingdom, besides 56,656 season ticket holders, who, of course, travelled very many times; and besides, also, 262,334 horses, 386,864 dogs, 3,094,183 cattle, 7,800,928 sheep, and 1,989,892 pigs. The passengers were more than 1861 by about 7,000,000. They paid £12,205,273 for their fares. The first-class passengers paid £3,332,380; the second-class, £4,018,221; the third-class, £4,639,250. 12-80 in every hundred went first-class, 23-75 second class, 58-45 third class. The proportion of third-class passengers is rather increasing, and of second class rather diminishing. Thirty five passengers were killed (nine of them owing to their own misconduct or want of caution), and 536 were injured. This is less than half the number who lost their lives in 1861 by railway accidents. The passenger trains travelled 57,542,831 miles, and the goods trains nearly as many more. The passengers traffic supplied 47-76 per cent of the total receipts of the companies, and the goods traffic the larger half, 52-24 per cent. The receipts from all the traffic amounted to £29,128,558, being nearly £3,000,000 more than the interest of the national debt, and an increase of £563,000 over the receipts of 1861; but the length of line open increased from 10,865 miles at the end of 1861, to 11,551 miles at the end of 1862. The working expenditure amounted to 40 per cent, and left the net receipts £14,820,691, nearly £130,000 more than 1861. In the year 1862 the companies paid £220,970

for law and parliamentary expenses, £158,169 as compensation for personal injuries, £68,540 for damage and loss of goods, £375,067 for government duty, and £596,410 for rates and taxes. It took £2,708,638 to maintain the way and works, and £1,242,714 to maintain the carriages and waggons, £3,966,005 to provide locomotive power, and £3,987,637 to conduct the traffic. The total sum raised by shares and loans reached £385,218,488 at the close of the year 1862.

3. GREEK FIRE.

The term "Greek fire," as applied to the substance which the Federals are pouring into Charleston, is strictly a misnomer. The secret of the manufacture of the original Greek fire has been lost for nearly 950 years, and it is probable that it will not again be found, seeing that modern chemistry suggests agents quite as dangerous, and perhaps simpler than the original. Its modern representative although intended for the same purposes, is different in character, more portable, more certain, more terrible. It is a fluid substance, is cheaply made, keeps for years, and is produced so quickly that the ingredients of which it is composed may be put together at the moment when the compound is required. In using the liquid it has to be enclosed in a shell which shall burst at a given point of destination and allow the fluid to be distributed. The construction of modern liquid fire is based on simple scientific principles, and more methods than one may be discovered for producing it. I think—and I know its inventor, to whom I shall refer in a moment, thinks so too—that it might be so formed that it would actually burn under water. But, however much it might be modified in detail, the principle would be the same, and the principle is this: a rapidly oxidizable substance—which means a substance that, in combining greedily with oxygen whenever it can get, gives rise to the evolution of heat and flame—is suspended for a time through a liquid, in which it is held innocuous so long as the two are confined together, but from which it is separated spontaneously when both are free in the open air. The modern chemist who first brought liquid fire into notice was Mr. Wentworth Scott. I have been told that the method suggested by the late Lord Dundonald was of the same nature; but for special scientific reasons, this view is not probable. Mr. Scott suggested the principle about eleven years ago, and during the Russian war he was untiring in his efforts to get it practically into use in our army and navy. There is an official board which received Mr. Scott, heard his plans, promised him means of experiment, nibbled at his idea, and then repudiated it, and did many very foolish things which is not worth while to rake up; suffice it, that after tantalizing Mr. Scott for a long season, and after supplying him with "lots of forms," our circumlocutionists became acquainted with another gentleman who proposed a liquid fire, but who, I believe, in the end, was gently dropped also, I mean Captain Disney. At last that which the English nation, or rather government, refused to study as a means of warfare, has been turned to practical account in America. Liquid fire has found its way into Charleston, and the question to be asked is—Will its application stop there? It is folly to rest content with saying that the practice is barbarous. Barbarity pertains to the use of bayonets, and swords, and grenades, and all else; the points to be recognized are the facts—that the Americans are using this liquid fire; that they will soon find means of improving their first attempts; that the successful employment of one liquid will suggest others; and that suddenly we may be aroused to the unpleasant consciousness that all our great armaments, all our forces, all our ships, all our men, are at the mercy of a foe who has learned a new art in war, in which science has sapped courage, and in which brute force stands but second in the contest.—*Dr. Richardson in the Social Science Review.*

4. THE MANUFACTURE OF NEEDLES.

The village of Redditch, in Worcestershire, is considered the chief depôt for the manufacture of that most useful little instrument of female industry and domestic comfort—the needle. Gaining permission to see over one of the manufactories, we first enter a room whose walls are heavily laden with huge coils of wire of every size and quality. A "stalwart vulcan" presides over a roaring furnace. We are not long kept in suspense as to the relationship of the wire and the furnace. A workman reaches down a coil of the desired thickness, and with a pair of shears cuts them into segments, three inches in length, with the greatest ease, though a coil of wire may contain fifty or sixty circles. These segments have now to be straightened. This is done by a process of "mutual attrition," while the pieces of wire are being heated in the furnace. Before we can witness the next process, we have to take a few minutes' walk into the country, for the water-mill is now called into requisition. Crossing two or three fields, we soon near as pretty a little cottage as village need boast. Following our guide down the gravel-walk of its well-kept garden, with its wooden palings, we enter at

the door, and, to our unutterable surprise, we find it a hive of busy workmen. The three-inch pieces of straightened wire look very uncouth and ungainly as they leave the first workshop; but no sooner are they within the sound of the water-mill, than they take rapid strides in their educational course. They are at first roughly sharpened at both ends by means of the water-turned grindstone. They are now taken to the stamping-room, where they are stamped exactly in the centre with the impression of two eyes and gutters; and thence to the punching-room, where the eyes indicated by the stamping process are punched out. They now present the appearance of twin-needles. We follow them into another room, where a batch of urchins seize them, and adroitly and swiftly break them into two. The process of filing is next resorted to in order to remove the burr, when the crude form of the needle may be said to be complete, and the first stage of its progressive existence to be passed.

Like young people who have finished school, it remains to be seen what they will severally turn out to be. The ordeal is at hand. They may yield to the touch of the master spirit, and give promise of a long and useful career in social life: perchance they may turn out ill, so that the searching eye, by which all of them must pass, may discern some flaw or other imperfection that shall condemn them to pass their days in everlasting ignominy, as part of that huge heap of waste and useless needles that we see pushed in the out-of-the-way places, a veritable eyesore and encumbrance.

We now pass into another room, where the needles enter upon their second course. Here they are heated to a dull red, and then quenched with oil. The next object is to give them the proper temper. This is done by placing them on a heated plate, and turning them about with a little hatchet till the true temper is acquired, when the heat is withdrawn. We are now taken to witness the final, but not least important, process of the manufacture, which purposes to give them the smooth and bright appearance which is their characteristic. This is done by folding about fourteen pounds' weight of them, with a due admixture of soap, oil, and emery powder, in a thick cloth, in the shape of a roller. When several of these are prepared, they are placed under a huge machine very much resembling the body of a mangle. The rolls of needles act as the rollers, and the machine is worked by water-power. We inquired how long this terrible grinding will last, and we find that for eight weary hours of eight long days the machine will unfeelingly go to and fro; and, in spite of the groaning and writhing underneath, we are persuaded that it is all for the ultimate good of the slim little wires packed up into rollers. At the end of this time they are released, all the smoother and more servicable for the ordeal they have undergone. It only remains now for them to be cleaned and dried, and "ragged," sorted, and packed, to make them fit for the market.—*English Sunday School Teachers' Magazine.*

X. Miscellaneous.

AUTUMN WOODS.

Ere in the northern gale,
The summer tresses of the trees are gone
The woods of autumn all around our vale,
Have put their glory on.

The mountains that infold
In their wide sweep, the coloured landscape round.
Seem groups of giant kings in purple and gold
That guard the enchanted ground.

I roam the woods that crown
The upland, where the mingled splendors glow,
Where the gay company of trees look down
On the green fields below.

My steps are not alone
In these bright walks; the sweet south-west at play
Flies, rustling, where the painted leaves are strown
Along the winding way.

And far in heaven, the while,
The sun that sends the gale to wander here,
Pours out on the fair earth his quiet smile.—

O Autumn! why so soon
Depart the hues that make thy forests glad;
Thy gentle wind and thy fair sunny noon,
And leave thee wild and sad!

Ah, 'twere a lot too blest
For ever in thy coloured shades to stray;
Amidst the kisses of the soft southwest
To rove and dream for aye;

And leave the vain low strife
That makes men mad, the tug for wealth and power,
The passions and the cares that wither life,
And waste its little hour.

BRYANT.

2. THE AUTUMN WOODS OF CANADA.

There is something indescribably beautiful in the appearance of Canadian woods at this season of the year, especially when the light of the rising or setting sun falls upon them. Almost every imaginable shade of green, brown, red and yellow, may be found in the foliage of our forest trees, shrubs and creeping vines, as the autumn advances; and it may truly be said that every backwoods home in Canada, is surrounded by more gorgeous colorings and richer beauties than the finest mansion of the nobility of England. Have our readers ever remarked the peculiarly beautiful appearance of the pines at this season of the year? When other trees manifest symptoms of weathering, they appear to put forth a richer and fresher foliage. The interior of the tree, when shaded from the sun, is a deep invisible green, approaching to black, whilst the outer boughs, basking in the sunlight, show the richest dark green that can be imagined. A few pine and spruce trees scattered among the more brightly colored oaks, maples, elms and beeches, which are the chief denizens of our forests, give the whole an exceedingly rich appearance. Among the latter, every here and there strange sports of nature attract attention. A tree that is still green will have a single branch covered with red or orange leaves, like a gigantic bouquet of flowers. Another will have one side of rich maroon, whilst the other side remains green. A third will present a flounce or ruffle of bright buff or orange leaves round the middle, whilst the branches above and below continue green. Then, again, some trees which have turned to a rich brown, will be seen intertwined and festooned by the wild vine or red root, still beautifully green; or, a tree that is still green, will be mantled over by the Canadian ivy, whose leaves have turned to a deep reddish brown. In fact, every hue that painters love, or could almost imagine, is found standing out boldly or hid away in some recess, in one part or another of a forest scene at this season, and all so delicately mingled and blended that human art must despair of making even a tolerable imitation. And these are beauties which not even the sun can portray; the photographer's art has not yet enabled him to seize and fix them on the mirror which he holds up to nature. He can give the limbs and outward flourishes, but not the soul of such a scene. His representation bears the same relation to the reality that a beautiful corpse does to the flashing eye and glowing cheek of a living beauty. An eloquent American writer scouts the idea of leaves withering. He says when they have attained maturity they change color, just as fruits do when they are ripe, and when the ripening process is complete they, like the fruit, fall off. In this process, he adds the leaves are as lovely as flowers, and much may be added to the beauty of our cities and villages by planting in their streets, gardens, and outskirts, the trees which show the finest tints in Autumn. This is an idea that is well worthy of attention, for the trees and shrubs which put on the richest coloring in the fall are probably also the most beautiful in spring and summer. The same writer has another idea which should be attentively considered. He says one man will daily pass unheeding scenes of beauty which fill another with intense delight, simply because he has never cultivated habits of observation and comparison; and yet it is obvious that the latter enjoys without expense or labor the most abundant and varied source of pleasure from which the former is shut out. Let all, then, and especially the young, cultivate habits of observing, admiring, and loving nature.—*Montreal Witness.*

3. THE AUTUMN AND ITS LESSONS.

All that is earthly must fade. This is an annual lesson, taught by the falling leaf, the withering frost, the silence which pervades the air, and the wreck and decay of vegetation, as each recurring Autumn assumes her reign. Another autumn is upon us now. The tassels of corn are dead and the husks of the standing ears have lost their green. The scythe is shearing the hay-fields of their burden. Small, yellow leaves, that have exhausted their vitality before the advent of the frost, are dropping one by one from the trees. Flower stalks that but a few short weeks since stood green and glowing, bearing proudly up their wealth and floral beauty, now stand starke and dead. The first intimation of approaching dissolution rests upon all vegetation, yet amid these scenes the fruits of Autumn are spread up-

on every side. Apples bend from the bough, nuts wait on the trees for the loosening fingers of the frost, wains go cracking home laden with homely roots, the granaries are already filled, and soon, housed and garnered the products of the year will await the grateful use of man and animal.

All that is earthly must fade. "We all fade as the leaf." Man has his Spring, his Summer, his Autumn, and his Winter. Some leaves wait hot for the frost, and fall early, but we who grow crisp and dry with age, and we who grow golden and glorious in the frosts of time, must all alike follow them to the earth. There are worm-eaten fruits and blasted corn-ears in the fields of humanity, as in the fields of vegetation. The good ones only can find a place in the store-house of the great husbandman. The lesson of the Autumn bears upon and illustrates the whole subject of the close of human life. The year is but a hollow farce without fruit as the grand result. A human life, in its Autumn, in which is seen no fruit betrays a perversion so foul that it might make an angel weep, and as the angels look down upon the world, may they find graces which blush like apples among the leaves, characters well filled out and clean from all impurity, true wisdom filling all the store-houses and the seeds of an immortal life perfected, and ready to be unfolded in

Those everlasting gardens,

Where angels walk and seraphs are the wardens

—*Springfield Republican.*

XI. Educational Intelligence.

GREAT BRITAIN.

—**ST. DAVID'S COLLEGE, LAMPETER.**—In accordance with a scheme recently prepared by the Ecclesiastical Commissioners, and confirmed by her Majesty in Council, this college has received a further endowment, the object being to extend the course of education "so as to be equivalent to the ordinary course of education for a Bachelor's Degree at the Universities of Oxford and Cambridge." The endowment will provide two new professorships, and a large number of additional scholarships, to the amount of more than £300 per annum. These will be open to all candidates without any restriction.

—**ENGLISH BEQUESTS.**—On the 24th of June, the New Asylum for British Orphans at Slough was opened by the Prince of Wales. The building, which faces the railway station at Slough, is capable of holding 200 children. At the meeting, Mr. E. M. Mackenzie, of the firm of Peto, Brassey, & Co., presented a donation of £12,000.

—**SCOTTISH EDUCATIONAL BEQUESTS.**—The late Mr. Alexander Edward has bequeathed £1000 to the Dundee Public Seminars, or High School of Dundee; said sum to be invested by the directors, and the produce thereof to be applied in the education of the children of poor but respectable parents. James Forrest, Esq., of Meadowfield, has bequeathed £150 a year for the education of 150 children, two-thirds of whom must be natives of Airdrie, the remaining third of Clarkston; and £110 a year for five bursaries in the University of Glasgow. The Misses Ettles, of Inverness, have founded an "Ettles Bursary," of £22 per annum, tenable for four years, in the University of Aberdeen; the competition to take place at the Inverness Academy. The same ladies have invested £500 to found a similar bursary in connection with Elgin Academy.

—**UNIVERSITY OF EDINBURGH.**—The ceremony of capping the Graduates in Medicine took place on August 1, Principal Sir David Brewster presiding. Eighty gentlemen received the degree of M.D. In the closing address Professor Lyon Playfair confined his attention principally to a consideration of the means of improving public as well as private health. He stated, that in all except the middle ages, sanitary legislation had endeavoured to grapple with the ills which affected public health. He referred in proof of this to the hygienic laws of Moses, the laws of Talenus, the appointment of physicians in Greece and Rome, solely to watch over the sanitary condition of the various countries connected with them. But in the barbarism of the middle ages the plague visited and made a home of every country in Europe. After repeated attacks of this disease on London, the attention of the legislators was directed to the necessity of exalting the status of the medical profession, and the King, under the advice of Cardinal Wolsey, established the College of Physicians in 1518. Under their able efforts the plague gradually disappeared, and after the great fire of London it entirely ceased to visit this country. The Professor went on to state that removable zymotic diseases of other kinds still remained, to which he wished to direct the attention of the students. The plague prevails in Egypt every ten years. This arose from the beastly condition of the people. The plague of Egypt becomes the typhus of a

more moderate climate. This arises directly from the influence of decaying matter, foul ventilation, and bad water. Here, then, was a field of usefulness in which they could labour. The disease was preventable, yet in 1861 it destroyed 15,000 people. He would wish to stimulate the students to give their care and attention to prevent and extinguish such fires of disease and pestilence. In concluding, the Professor counselled the students on the danger of leaving off the study of the natural sciences, with a view to keeping up greater familiarity with those studies bearing more immediately on the practice of their profession. He wished, therefore, to impress upon them, that, in the present state of the world, medicine pursued as an art must be grounded on the sciences, and it was their duty to apply these sciences to practical uses in the art. Sir David Baxter has funded £3000, for the purpose of establishing two Fellowships in this University, of the value of £60 each per annum. The Fellowships, which are to be tenable for two years, will be open to all Graduates in Arts of not more than four years' standing.

—**TRINITY COLLEGE, DUBLIN.**—The Board of Trinity College have resolved to correct a great abuse. Sizarships were established for the benefit of indigent students, but for many years they have been competed for by the sons of men of property, the holders of Royal scholarships, and persons trained by extreme "cramming" to compete for honours. The result was that the poor student, who enjoyed no such advantages, was deprived of what was intended for his exclusive benefit. The Board have therefore passed the following resolution:—"That in future candidates for sizarships shall, through their parents or guardians, a week before the examination for sizarships, furnish to the Registrar full information as to their circumstances, and that those persons only should be permitted to offer themselves for examination who are eligible on the ground of poverty."

—**QUEEN'S COLLEGE, BELFAST.**—It appears from the report of the President of Queen's College, Belfast, for the year ending March 1, 1863, presented to Parliament, that the total number of students in 1852-53 was 154; now there are in attendance 388; of these 335 are matriculated. During this session 137 young men entered the college for the first time, of whom 115 are matriculated. Since the session 1857-58, there has been an increase in the whole numbers in attendance of 181. Besides the 137 freshmen, four other students entered the college, but having ceased to attend, their names have been erased from the rolls.

—**THE REV. DR. EDWARD HINCKS,** Rector of Killyleagh, Ireland, son of the late Rev. Dr. Hincks, and brother of the Hon. Francis Hincks has had the honour of being appointed by the King of Prussia one of the Chevaliers of the Order of Merit in Science and Arts. The order consists of 80 Germans and 80 foreigners, selected for their superior acquirements. Dr. Hincks has long been known as a profound Oriental scholar.

COLONIAL.

—**EDUCATIONAL MUNIFICENCE IN INDIA.**—We take the following from the *Overland Friend of India*:—"Calcutta has at last got its Municipal Act, and only the formal assent of the Viceroy is required to sanction its operation on the first of July next. No experiment in municipal government of so important a kind has ever been made in Asia. If successful it will form a model not only to Madras, which keenly watches it, but to all similar communities even purely native. Thanks to the princely munificence of its native millionaires, Bombay will be the first Presidency to have a building worthy of the University. Meanwhile, Lord Elgin abstains from giving any reply to the proposals of the Calcutta University, made more than a year ago. Cowasjee Jehangeer, who recently built a great hospital at Surat, now offers £10,000 towards building a University in Bombay, in honour of the Prince of Wales' marriage. A few months ago another Bombay gentleman established travelling fellowships in connexion with the University. All that Calcutta has to set against this is a scholarship of £3 a month, endowed in its Residency College, not by a Bengalee, but by the Rajpoot Maharajah of Jeypore."—*The Museum.*

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BOOKS AND LIBRARIES.

A LECTURE BY SIR JOHN SIMEON, BART., M.A.

I have chosen the subject of Books and Libraries, as one peculiarly calculated to make the foundation and ground-work of a course of lectures, inasmuch as Books and the repositories in which they have at different times been stored, may be said to be the very tools and workshops of those who are engaged in the Literary and Scientific pursuits which this and other institutions of a similar kind are meant to foster and encourage. A lecture on this subject may, therefore, be considered as intended to give the workman a general notion of the tools which he has to use.

Another motive, too, impelled me to this selection. Books, not merely for their literary use and for the sake of their contents, but on their own account, have been for many years a subject of absorbing interest to me. In fact, I may say, from my own experience, with our great philosophic poet, Wordsworth—

"Dreams, books, are each a world, and books we know
Are a substantial world both pure and good,
Round them with tendrils strong as flesh and blood,
Our pastime and our happiness will grow."

I am well aware that the pursuit which has been called the Bibliomania may be carried to a most unjustifiable excess. It is recorded that Plato, the greatest of Heathen philosophers, bought three books at the price of 10,000 Denarii (about 300*l.* of our money), and that his scarcely less illustrious pupil, Aristotle, bought a few books of Spensippus, the philosopher, for the still larger sum of three Attic Talents (nearly 600*l.*) Plato had but a very small inheritance, which in the spirit of a philosopher he had not sought to increase, and he was accordingly scoffed at by an obscure satirist of his time, for the absurdly high price which he had given; but we also learn that from one of those books he

drew the idea of his noble dialogue of the *Timæus*. Here, in perhaps one of the earliest instances, we have a triumphant vindication of the Bibliomania.

The passion for mere book-collecting is severely handled by the great satirist, Lucian. He compares the illiterate possessor of learned books to a lame man who tries to conceal the deformity of his feet by wearing embroidered shoes, to Thersites tottering under the armour of Achilles, and blinded by his helmet. "Why," says he, "do you buy so many books? You are blind, and you buy a grand mirror—you are deaf, and you purchase fine musical instruments—you have no hair, and you get yourself a comb."

In the singular poem of the *Ship of Fools*, by Sebastian Brandt, printed at the end of the fifteenth century, and translated into English within one hundred years of that time, the first place in the catalogue of fools who form the crew of this singular vessel, is given to the poor book collector, who is represented in the quaint woodcut with spectacles on nose and dusting brush in hand, bending over the cherished treasures of which he admits he knows but the outsides. It may amuse my audience to hear the language, having still, as I admit, its appropriate bearing on some cases, which old Alexander Barclay puts into the mouth of this mere book fancier of three hundred years ago.

And first as to the origin and history of books. From the earliest times and amongst all nations we find a desire existing for the preservation of their memorials, and for their transmission to posterity in an imperishable form.

We are told of the same propensity among savage tribes and nations in our own time, and I find among my memoranda a notice of a sort of hereditary Bibliographer attached to the court of the King of the Sandwich Islands, to whom was entrusted the duty of preserving the records of the dynasty. We find that from the earliest ages, and long before the discovery of the art of writing properly so called, picture writing, hieroglyphics, and symbolic characters were resorted to with this object.

Not only throughout the East, as in Egypt, Assyria, and Persia, do we find the history of the country written in this manner upon obelisks, pyramids, columns, and the vast facades of temples, but in South America, among the aboriginal inhabitants the same system of picture writing was resorted to, as may be seen by a reference to Lord Kingsborough's splendid work on Mexican Antiquities. In the furthest North too, we are told that the Icelanders used to scratch their runes* in hieroglyphics on the walls; and

* The Scandinavian characters were called Runes, and the term is also applied to the incantations which were used among the Nations of the North.

according to one of the Sagas, Oluf built a large house, on the bulks and spars of which he had engraved the history of his own and of more ancient times.

DISCOVERY OF THE ALPHABET—PAPYRUS—TABLETS—PAROCHMENTS.

This rude and clumsy system at length gave way to the invention of Phonetic characters, or marks expressive of different sounds, that is to say, to the discovery of the Alphabet, which may be looked upon as the earliest triumph of mental civilization. Phœnicia and Egypt, the two great nurseries of the human intelligence, contend for the honour of this most important invention.

It was by the Egyptians, in accordance with the idea which runs through the whole ancient mythology of deifying the man who had rendered signal service to his kind, attributed to their god, Thoth, whom we see so frequently represented in Hieroglyphics with the head of an ibis. The date assigned to this discovery is two thousand years before the Christian era, and it is said to have been carried to Greece by Cadmus, five hundred years later.

It is evident that a more convenient and manageable form of writing was the immediate consequence, and that less bulky and extensive materials could thenceforth be used for purposes of inscription. We consequently find manuscripts of a date nearly approaching to this era; and the Papyrus of Assa, now in the Imperial Library at Paris, is supposed to date from about two thousand years before Christ.

Stone, however, and metal seem to have been the materials principally adopted in the first instance, and I need hardly refer for examples to the Decalogue or Tables of the Law engraved on stone, or to the Laws of the Decemvirs at Rome which were inscribed on brass.

We are told that the works of Hesiod, the earliest Greek poet, were written upon leaden tablets, and religiously preserved by the Boeotians in the Temple of the Muses, where they were shewn to the Geographer Pausanias in the second century after Christ.

Another remarkable material for writing upon was the skin of a Serpent, on which we are informed that the Iliad and Odyssey of Homer were inscribed. We are told of one written in a character so minute, that it was said to have been enclosed in the shell of a walnut. The other deserves remembrance from its connexion with Alexander the Great, who, when asked to what use an invaluable casket found among the spoils of Darius should be put, replied that it should be kept to enclose his copy of Homer. This tribute from the mighty conqueror to the great poet deserves to be recorded, and may, perhaps, entitle Bibliographers to claim the great Alexander as a brother Bibliomaniac.

A third instance of a singular material is the use of the blade bones of shoulders of mutton by Mahomet, for the transcription of the Koran. These bones so inscribed are said to have been given into the custody of his favorite wife, Khadidjah, who kept them in the household chest, among her linen.

Two Mexican manuscripts are extant, one in the library at Dresden, the other at Vienna, which are written upon human skin. This circumstance reminds me that books exist, which were bound in the same hideous material during the horrors of the first French revolution.

The use of wood, or rather of ligneous products, in their various forms of board, of bark, and of leaf, appears to have marked the era of the first real development of the book. I venture to make this assertion, grounding it on the remarkable way in which it is borne out by Etymology. Many of the words in ordinary use, in all modern languages, for expressing the book, or parts of the book, are immediately derived from the different portions of the tree which were thus employed. I will instance the word *Codex*, which was in classical Latin used for a book, though it is now confined to the expression of a manuscript. The original meaning of *codex* was the stump of a tree.

Again *Liber* transmitted in its various forms of *livre*, *libro*, etc., into so many of the European languages, in its original signification meant the bark of a tree.

From *Folium*, the leaf of a tree, we have the word *Folio*, and singularly enough we preserve in our own idiom the identity of the word leaf as applied to both tree and book. The word *Biblos* in Greek, meant, like *liber* in Latin, the bark of a tree, and from thence came *Biblion*, a book, and in modern languages, Bible, in French Bible, in Italian Biblia, as the universally acknowledged title of the holiest of Books. It is most curious to find the self-same idea traceable in the Etymology of our own word *Book*, although that word springs from a northern instead of from a classical source, being derived from the Danish *Boc*, which means a Beech tree.

We have now arrived at the Table book, which again offers a curious illustration of the verbal phenomena to which I have just alluded, inasmuch as being in the first instance made of board it was called *table book* from *tabula* the Latin for a board.

These table books then were made of board, and were called in

Latin, *Pugillares*, which may be literary translated Hand-books. They were sometimes used in their naked simplicity, and sometimes covered with a thin coating of wax. They were written upon with a metal instrument called the *Stylus*. Both the *Stylus* and the *Pugillares*—the pen and the paper—must have been formidable weapons; for we find in Plautus a school-boy breaking his master's head with his *Pugillares*, and we are told by Suetonius that Julius Cæsar defended himself against his murderers in the Capitol with his *Stylus*, and thrust Cassius through the arm with it.

The same mode of writing continued in use down to the end of the fourteenth century, and we find in the year 1395, in an account roll of Winchester College, a charge for a table covered with green wax for the use of the choir, for the purpose of noting down their daily and weekly duties.

We find that ivory table books under the name of *Libri Elephantini*, were used at Rome for registering the Edicts of the Senate; and it is interesting to meet with tablets of the same description, and of the same material alluded to by Chaucer in his *Somnoure's tale*.

A still further progress in the art of book making is marked by the introduction of paper made from the Papyrus, which is supposed to have taken place about six hundred years before the Christian era.

I need not inform you of the nature and history of this interesting plant; but it may be new to some of my readers to hear that the Papyrus no longer exists in Egypt, and that, in the present day, the only natural habitat of the plant in its wild state is the river Cyane, near Syracuse, where I have seen it growing in the most luxuriant profusion.

The paper made from the Papyrus was for many centuries the great staple of Egypt, and contended against the gradually increasing use of parchment until the twelfth century, when it appears to have gone entirely out of use.

A yet more remarkable era with respect to the history of books is inaugurated by the invention of parchment or vellum, which is in fact the only one of the ancient materials which continues in use up to our own day. The invention of parchment has been by many writers attributed to Attalus, King of Pergamus, who lived about two hundred years before the Christian era, but it appears to have been known at a much earlier period. Still its name *Charta Pergamena* points to a probable improvement in the manufacture effected at Pergamus.

The form of the ancient book was a roll, hence called *Volumen*, from whence our word *Volume* is derived; and, I need not remind you of the numerous allusions to these rolls in the Bible. The parchment or papyrus paper was rolled round a wooden cylinder, being kept from displacement at either end by a projecting finial. These were called *cornua* or horns, and seem to have been gilt or otherwise ornamented. Numberless illustrations of the shape and the ornamentation of books at the classical period of Roman literature, may be found.

COPYISTS—COLLECTORS OF BOOKS—STYLES OF MANUSCRIPTS, ETC.

With the increased number and interest of books came an increase in the number of collectors and purchasers. Not that any thing in the shape of a bookseller's shop existed in ancient Rome, but a numerous staff of slaves trained for the purpose and called *Librarii* seems to have formed part of the household of every man of rank and wealth, and the productions of these diligent penmen were disposed of for the common profit of the master and the slave.

As a single illustrative example is more interesting than a volume of unconnected quotations, I will place before you the great orator and statesman, Cicero, as a memorable example of the book collector of his day; and from his life and letters a tolerably accurate idea may be formed of the mode then adopted to stock and store a library.

We find Cicero to have been a ravenous collector of objects of art of every kind, and to have given a general commission to his friend, Atticus, who was resident at Athens, to purchase for him every thing elegant and curious in Grecian art, and especially things of a literary kind, or proper for the furnishing of his academy, as he called his villa at Tusculum.

A library as perfect as it could be made seems to have been the chief object of his passion. This taste was shared by Atticus, who was remarkable for his numerous train of learned slaves, who copied for him; inasmuch as we are told by Cornelius Nepos, that he had not a footboy in his house who was not able to read and write for him. By this means he had acquired an extensive collection of books, which he desired to sell; and we find Cicero in repeated letters imploring his friend to keep the whole library undispersed and unbroken, until he could find the funds requisite for the purchase. Asinius Pollio, Crassus, Julius Cæsar, and Lucullus, are also mentioned as among the most splendid book collectors of their time. It is melancholy to reflect how completely all records of the

taste, intelligence, and liberality of these noble Romans have been swept away, and how narrowly some of the most important works of ancient authors have escaped a similar fate. For instance, there exists only one manuscript of Tacitus, which was discovered in a monastery in Westphalia.

Among the few specimens of ancient books that have survived the wreck of ages are the Herculean manuscripts written on Papyrus paper. Some Egyptian Greek manuscripts of about the same date, and notably the orations of Hyperides, were recovered by Messrs. Harris and Arden, in the year 1847.

One of the most fertile sources of the irreparable loss which letters have sustained by the destruction of ancient manuscripts, arose from the scarcity of parchment at different times and places. This led to the erasure and obliteration of the original writing of manuscripts, in order to make the vellum again available. This barbarous practice appears to have prevailed from a very early period, and to have been most in vogue during the three or four centuries which preceded the revival of learning. The manuscripts thus erased and rewritten are called *Palimpsests* or *Codicæ rescripti*. It is impossible to calculate the amount of mischief which was thus perpetrated; as the works of the obscure schoolmen which were written on the twice used parchment but ill repay us for the loss of the priceless treasures for which they were substituted. Modern ingenuity has to a certain extent found the means of repairing the damage by discharging the more recent ink, and restoring the original writing. That learned scholar, the late Cardinal Mai, was I believe, the inventor of this process, by means of which he succeeded in recovering a lost work of Cicero, the *Book de Republica*, as well as some fragments of his orations. A portion of one of the lost books of Livy was also recovered at Rome by the same means.

The spread of Christianity, of course, produced a great effect upon the character of the books which were thenceforward written, and consequently furnished a different class of subjects to the skill of the transcriber. Yet the same description of ornamentation with that to which I have alluded continued to prevail. We find St. Jerome, in the fourth century, very severe on the prevailing taste for magnificence in books, and particularly specifying the fondness for purple vellum, written in letters of silver and gold, adorned with uncial letters, and bound in covers shining with gems.

A purple manuscript, known as the *Harmonia Evangelica*, is among the Cottonian manuscripts in the British Museum. In it the two first leaves of the Gospel of St. Matthew are of a purple colour, and the two or three first pages of each Gospel are in gold capital or initial letters. Its date is not later than the sixth century. The Imperial Library at Vienna possesses a copy of the book of Genesis at least as old as the time of St. Jerome. It is on purple vellum and written in letters of gold and silver. The *Codex aureus* or Golden Manuscript of the Royal Library at Stockholm contains the Gospels. This is said to be a gorgeous book. The leaves are purple, the letters partly golden and partly white, with black capitals. The Electoral Library at Munich has a manuscript of the four Evangelists, of the ninth century, written on violet coloured paper in gold and silver letters. The *Codex Argenteus*, or silver book of Ulphilas, preserved in the library at Upsala, contains the four Gospels in letters of silver and gold on violet coloured parchment, and is not earlier than the fourth nor later than the sixth century.

I need not tell you that an illuminated manuscript is one which is beautified with paintings. These are sometimes illustrative of the text, while they are often mere borders in which the taste and fancy of the artist indulged itself by the introduction of birds, flowers, insects, and animals, grouped in the most fantastic manner, and often delineated in the most graceful forms, and with the most delicate colouring. The illustrative paintings are sometimes of a small size and inserted in the text of the book, and sometimes take up the whole leaf; but it was on the capital letters that the artist or transcriber generally expended the fullest measure of his labour and his taste.

Natural history appears to have been a favorite subject in the middle ages, and several *Bestiaria*, or *Histories of Animals*, are preserved, in which the habits of the brute creation, real and imaginary, are delineated in the strangest and quaintest manner, but still with a good deal of imagination and artistic skill.

THE INVENTION OF PRINTING—CLAIMANTS OF THE DISCOVERY.

We now come to the great invention, without which the revival of letters would have been incomplete, and probably short lived, to that turning point in the history of the world when the results of genius, of intelligence, of study, and of fancy, were to be thrown open to all who chose to avail themselves of them, instead of remaining the sealed and hidden treasures of the wealthy, the high born, and the learned. No question has been more obscured by the efforts made in the attempt to clear it up than that of the origin

been the birth-place of Homer, but at least fifteen have at different times set up their claims to the credit of having seen the invention of this inappreciable art. The pretensions of the majority of them have been long since satisfactorily disposed of; and there are now only three, Haarlem, Strasburg, and Mayence, that can with any show of reason lay claim to this great discovery.

It was not, however, until the fifteenth century that printing in its rudest form, namely block-printing, as opposed to the use of moveable types, appears really to have been in use in Europe. It has been asserted that playing cards were produced at Venice either by rubbing off, or by block-printing, nearly two centuries earlier; but religious prints, having a line or two of inscription under them engraved upon the same block, appear to have given the first real stimulus to the invention. I think that the town of Haarlem is entitled to the pre-eminence first assigned to it by Ulric Zell, an eminent printer of Cologne, who is quoted in the *Cologne Chronicle* of 1499, and afterwards by Adrian Junius in his Latin work, entitled *Batavia*, published in 1588.

The account which Junius gives, is as follows: Lawrence Janssen, surnamed Coster, from his office of warden of the Cathedral Church at Haarlem, was one day walking in a wood near the town, when the idea struck him of cutting out letters in the bark of a beech tree and taking impressions from them for the amusement of his grandchildren. Encouraged by the success of his first essay, he, with the assistance of his son-in-law, Thomas Peter, invented a thicker and more tenacious ink than any before in use, and printed engravings, to which he had appended lines struck off from his letters of beech bark. He subsequently improved his invention by substituting metal type for these wooden characters. Junius goes on to say that a profusion of purchasers of the works thus produced flocked to Haarlem, and that Lawrence Coster was obliged to call in the assistance of several workmen. One of these, named John, whom Junius believes to have been Fust, but whom others assert to have been Gutenberg, robbed his master's workshop, while he was at church one Christmas night, of some of the type and printing materials, with which he fled to Mayence, where in the year 1442 he printed with the stolen characters two books, one the *Doctrinale* of Alexander Gallus, the other the *Tractatus*, or *Treatise* of Peter Hispanus.

As early as the year 1462, Louis the Eleventh of France had begun to see the importance of the new discovery, and had sent Nicholas Jenson, one of the cleverest engravers attached to the mint of Tours, to Mayence. His mission was, in the words of Gabriel Naudé, secretly to gain information as to the cutting of punches and dies, by the help of which the rarest manuscripts could be multiplied. Nicholas Jenson did not, however, return to Paris, but betook himself some years after to Venice, which reaped the fruits of the knowledge he had acquired in the workshop of Schoeffer; and it was not until 1469 that three Germans, Ulric Gering, Martin Crantz, and Michael Friburger, set up the first printing press in Paris, at the expense of John Heynlin, himself a German, and prior of the Sorbonne, then the great University of France. The press was set up within the walls of the University, and the prior himself, assisted by Guillaume Fichet, the Professor of Rhetoric, revised the sheets and corrected the press.

One disastrous effect followed close upon this vast and sudden increase of printed books, namely, a disregard for the manuscripts of ancient authors, whose works had already been given to the press. This undue and unfortunate disparagement of manuscripts led to the destruction of numbers, which fell into the hands of the binders, and doubtless to this cause, and to this period, may the loss be attributed of valuable works, which we know to have been in existence but a short time previous to the invention of the art of printing.

It is to William Caxton, who, in spite of attempts to rob him of the credit justly due to him, still keeps the designation of the father of English printing, that we owe its introduction into this country. He is supposed to have been born about the year 1412, and to have resided as a merchant in the Low Countries for about thirty years, having gone abroad in 1442. In 1464, he was appointed by Edward the Fourth to negotiate a treaty of commerce with his brother-in-law, the Duke of Burgundy, and we may imagine that by that time he had acquired a taste for literature, an intimate knowledge of the French language, and a practical acquaintance with the mysteries of the printing press.

Caxton returned to England soon after this time, and in 1474 he was established with his implements in one of the Chapels of Westminster Abbey,* where he printed the "Game and Play of the Chesse," which was the first book printed in England. By far the most interesting product of his press was the *Canterbury Tales* of Chaucer, also printed in Westminster Abbey, about 1476. Of this

* It was from this that the technical expression of the Chapel as applied to a

dition of our great early poet, only two perfect copies are one, of which is in the British Museum.

ton continued his literary and typographical labors up to the and died at an advanced age with his harness on his back, as we are informed by his assistant and successor Wynkyn de Worde, finished his translation of the Lives of the Fathers from French, on the last day of his life. This translation was published by Wynkyn de Worde, in 1495.

er eminent printers were exercising their art in London at the time, the most remarkable of whom after Wynkyn de Worde, or the number of books issued and for the beauty of his type, Richard Pynson.

first book printed on paper of English manufacture, was the *De Proprietatibus Rerum*, translated into English by John Trevisa, and printed by Wynkyn de Worde at Westminster, about 1487. The paper was manufactured at Hertford, by John Tate; the first paper mill having been set up at that place in the reign of Edward the First.

rd and St. Albans were the next places in England in which printing presses were established, in the former place in 1478, and in the latter in 1480.

LIBRARIES—COLLECTIONS, ANCIENT AND MODERN.

I now take my leave of this portion of my subject, and briefly to consider the principal Libraries, or depositories of books, whether ancient or modern manuscript or printed, and when at different times collected.

earliest public library of which we have anything like an ancient record, is that of Osymannyas, who is supposed to have been in Egypt six hundred years after the deluge. We are told by Herodotus Siculus, that the magnificent edifice which contained the inscription of *Iatreion psuches*, or Treasury of Medicine for the soul. A noble library is said to have been deposited in the temple of Vulcan at Memphis, and some of the early detractors of the Christian religion accused him of having stolen his poems from it, and afterwards asserted his claim to them as original productions. But the earliest library of Egypt, and perhaps of the ancient world, was that at Alexandria by Ptolemy Soter, in connexion with the Museum.

erminent, Ptolemy Soter, is said to have been the first to establish a library in the city of Athens, about 550 years before the Christian era. The library thus formed was increased with much care and until Xerxes seized its contents during his short occupation of Greece, and carried them off to Persia. They were afterwards restored to the Athenians by Seleucus Nicator, and the emperor Augustus said long afterwards to have been a liberal benefactor to the library of Athens.

Library of Pergamus was celebrated for its extent, and was at the time represented to Cleopatra by Mark Antony, as the nucleus for the formation of a second library at Alexandria.

at the earliest period of her history, thought more of arms than of books, and it was not until intercourse with Greece had smoothed the ruggedness of her mould, and until the conquest of Macedonia by Paulus Æmilius, in the year B. C. 167, that the foundation of a public library was laid. This was subsequently increased by Sylla, after his visit to Athens.

reserved for Augustus Caesar to inaugurate a more important library than had been done before his time; by erecting two public libraries, called the Octavian and the Palatine. The latter is said to have survived all the various revolutions of the Roman Empire, and was the time of Gregory the great.

ive Emperors embellished the city with other libraries, and the most remarkable of which the Ulpian, founded by the Emperor Trajan, was the most remarkable.

Byzantium, or Constantinople, became the seat of empire, and the empire proceeded to form a valuable library there, which was largely enlarged by the Emperors Julian and Theodosius the Great, and the latter of whom increased it to 100,000 volumes.

the treasures of this collection are said to have been the subject of a poetic record of the proceedings of the Council of Nice, a collection of Homer written in golden letters, and a magnificent copy of the *Iliad*, bound in gold and enriched with precious stones. Leo, the Isaurian, is said to have burned one half of it in the seventh century, in order to destroy the evidence that might be quoted against the heresies which he had adopted. The capture of Constantinople by Mohammed the Second, in the year 1453, dispersed the men of letters who had congregated there over the whole of the empire; but the Imperial Library was preserved by the express order of the conqueror, until Amurath the Fourth, in a fit of rage, sacrificed all the books in it to his hatred against the Christians.

We have thus given a hasty sketch of the fate of the more important libraries, and it cannot be better concluded than in the words of Gibbon, who says—"I sincerely regret the more valuable

libraries which have been involved in the ruin of the Roman empire, but when I seriously compute the lapse of ages, the waste of ignorance, and the calamities of war, our treasures rather than our losses are the object of my surprise."

I cannot do better than at once introduce to your notice our earliest English Bibliographer, Richard de Bury, who was Bishop of Durham and Lord High Chancellor of England under Edward the Third. He was indeed a passionate lover of books, and I cannot help giving you a very few of the eloquent words in which he pours out his heart in affection to his favorites. "In books," says he, "I see the dead as if alive, in books I foresee the future, in books are regulated the courses of war, from books we learn the rights of peace. All is corrupted and destroyed by time; Saturn ceaseth not to devour his offspring, and all this world's glory would perish in oblivion had not God furnished mortals with books as a remedy."

The result of this life-long attachment to books, was the formation of a library of which he had drawn up an accurate catalogue, which unluckily he has not given us, and the institution of a hall at Oxford for the special object of its preservation, regulated by a code admirably adapted for the purpose. This was Durham Hall, subsequently called Trinity College. Thus we see that at this time the formation of every library must have been the work of an individual of wealth and station.

We will now shift the scene to Hungary, where two hundred years later, but under circumstances even more adverse to the formation of a library than the state of England in the time of Richard de Bury, a collection was made which probably rivalled any that had ever at that time been made in the number, the value, and the beauty of its contents. The library was formed by Matthias Corvinus, elected King of Hungary in the year 1458. The prince whose history reads throughout like a chapter of romance, was not only one of the bravest warriors and most sagacious politicians of his time, but also one of the most liberal patrons of the arts and sciences, and the most splendid book collector of his day. He had erected a magnificent gallery in the citadel of Buda, in which reposed amongst other treasures of art, fifty thousand books, mostly manuscripts, all of them sumptuously bound. To procure these he had emissaries detached over the whole world. The dispersion of the Greek libraries, after the siege of Constantinople, added to his treasures, and no less than thirty copyists were maintained by him in Italy alone. This great man died in 1490, in his forty-seventh year, and in 1527, after the Siege of Buda by the Turks, his library was burnt. The books were stripped by the brutal soldiery for the sake of their precious coverings, and thrown pell-mell into the basement of a tower, where they lay and rotted, until Busbequa, a century after contrived to redeem a few volumes, which are now deposited in the Imperial Library at Vienna.

The sixteenth century marked the dawn of a new era throughout the European world, when under the liberal and enlightened patronage of that great and generous monarch, Francis the First, the love of books, and of all that they contain, began to flourish with a luxuriance hitherto unknown. There had been an attempt at a Royal collection in France, previous to his time, but it is to Francis that is owed the union and extension of the several libraries which he found distinct and trifling in extent.

It must have been to her brief and happy sojourn at the Court of France, as the wife of the Dauphin, who had a short lived reign as Francis the Second, that the beautiful and accomplished Mary, Queen of Scots, owed her refined taste in books. The catalogue of her library is still extant, embracing a well chosen selection of nearly two hundred volumes, in the several departments of literature, and containing most of the popular French and Italian poets and Romances.

Several private collections of rare magnificence were formed in France about this time, and amongst them that of John Grollier, one of the treasurers of the kingdom, who formed one of the most beautiful libraries that ever existed. He is said to have been the first book fancier who used Morocco leather in his bindings, which are perfect gems of art, and his volumes are looked upon to this day as among the most cherished acquisitions of the Bibliomaniac. One point in the character of Grollier, as a collector, should always be noticed with applause, namely, the liberality with which he imparted his literary treasures. Each volume of his library was stamped with the words—"Io. Grollierii et amicorum," "The property of John Grollier and his friends;" and his books stand out in curious contrast to those of another French collector, whose book-plate bears a text from the parable of the Ten Virgins—"Ite ad mercatores et emite vobis," "Go to them that sell, and buy for yourselves;" an ingenious but somewhat ungenerous rebuff to an intending borrower.

The history of society in France from this time teems with notices of book-collectors among the eminent and noble. The great historian, De Thou, or Thuanus, as he is frequently called, was, like his

friend Grolier, one of the most remarkable of his time, and his books are also in the greatest request among collectors.

Diane de Poitiers, too, the beautiful and accomplished mistress of Henry the Second of France, had, as well as her Royal lover, a passion for and an unrivalled taste in books. I have already alluded to Cardinal Mazarin, as the possessor of a noble library, which was mainly owing to the zeal and intelligence of Gabriel Naudé the eminent man of letters, to whose care as librarian it was entrusted; and the names of the great Colbert, and of his successor Louvois, stand high among the men of note, who after his time collected on their own account, and also contributed in an important measure to the formation of a national library.

During this time England had not been idle, as is evident from the names of Sir Robert Bodley, the munificent benefactor to whom the great Bodleian Library at Oxford owes its foundation and its name, and of his great friend Robert Devereux, Earl of Essex, who chose the library of Osorius, known as the Cicero of Portugal, as his share of the booty taken in the expedition against Cadiz in 1596, and bestowed a large part of it upon the institution founded by Bodley.

The quaint and gossiping, but most intelligent Pepys, the secretary to the Admiralty in Charles the Second's reign, and the friend of Evelyn, was in the next century, an ardent and successful collector of books, and his library is now preserved at Magdalen College, Cambridge.

It is however to the history of society in France that we have to look during the sixteenth and seventeenth centuries for illustrations of the progress of European civilization, of which during that period she was the pioneer and the guide, and I shall reserve a necessarily hasty sketch of our own English labours in the same direction, for the account of our great national library with which I propose to conclude.

In France then, book-collecting gradually became a sort of fashionable pastime, from the influence of which no one was exempt. A library was a necessary part of the furniture of the chateau of the noble, and of the boudoir of the fine lady, and of the palace of the wealthy parvenu who had made a fortune by farming the taxes. This mania for books, as a mere freak of fashion, is lashed among the other follies of his time by the witty moralist, La Bruyère. He describes his visit to the library of a fashionable collector, bitterly abuses the fine Morocco bindings of the unused books, the smell of which makes him sick, and ends by declaring that he will never again be seduced into entering this tan-yard, misnamed a library.

We are told of the famous Surintendant Fouquet, that in the ante-room of his library there was always a pile of white gloves laid ready, and that no one was allowed to proceed further, until duly provided with a pair, lest the books within should receive a soil from the naked hand.

A very remarkable library, which illustrates this state of things, was that collected by the Countess de la Verrue. This lady, who had been the favorite of Victor Amédée of Savoy, retired to Paris, and there occupied herself in bringing together romances, and other works of fiction. Of these she had an amazing number, all exquisitely bound, and like the books of that day, stamped with her arms. And thus the little world of Paris and of Versailles went on, like the greater world before the deluge, eating and drinking, marrying or not marrying, until the flood came and swept them from the face of the earth. And now these little books, or such as these, beautiful in their Morocco bindings, rich in their heraldic blazonry, surge up occasionally, light and frivolous as the foam wreath, but full of instruction as to the past, and of solemn warning for the future.

I would fain, if time permitted, have carried you with me through some of the great libraries of Continental Europe—the Roman Vatican with its countless but hidden treasures concealed in beautifully painted presses, which clothe the walls of galleries a thousand feet in length—the Imperial Library at Paris—the Public Libraries at Florence, at Milan, at Venice, at Vienna—but I have already trespassed too long upon your patience, and I shall conclude with a notice of our own national collection at the British Museum, which will incidentally furnish hints as to the progress of the taste for books in England, from an early period to the present time.

The National Library may be said to have owed its existence to the donation made by George the Second, in 1757, of the Royal Library which had been accumulated by the sovereigns of England, from Henry the Seventh downward. Henry was a munificent patron of printers, and his collection comprised a remarkable series of illuminated books on vellum, from the press of Antoine Vêrard. Relics of succeeding sovereigns abound, including Henry the Eighth's own copy of his "Assertion of the Sacraments" against Luther, which procured him from the Pope the title of Defender of the Faith, and his copy of the Bible of 1540, which now stands in the same dress with a New Testament of the same date.

Boleyn. The Greek Grammar of Edward the Sixth, (and in this place we ought not to forget that his preceptor, Sir John Cheke, who introduced the study of Greek into England, was an Isle of Wight man), Queen Mary's copy of Bandello's Novels, and Queen Elizabeth's copy of Parker's Lives of the Archbishop of Canterbury, the first book privately printed in England, are also here. Of Charles the First, there are memorials in Almanacs in which he had scribbled his name in a childish scrawl, and in the beautifully bound volumes of the Harmony of the Gospels, illustrated by the Protestant Nuns of Little Gidding, and presented to the King by their founder, Nicholas Ferrar.

The principal additions which were afterwards made to the library arose from bequest from gift and from purchase.

The most important bequests were that of the Rev. Mr. Cracherode, who left his exquisite library of four thousand five hundred volumes, unrivalled in beauty and condition, in 1799; that of Sir Joseph Banks in 1820; and exceeding all in extent as well as in value, that of the Right Honorable Thomas Grenville in 1846. This noble legacy consisted of upwards of twenty thousand volumes, collected during a long life at an expense of more than £54,000.

The most valuable gift was that of the new Royal Library made by George the Third, at vast expense, and consisting of sixty-five thousand volumes, which was presented to the nation by George the Fourth in 1823.

The purchases of most value were the collection of Sir Hans Sloane, which were, with his cabinets of natural history, bought in 1753 for the sum of 20,000*l*. The same Act of Parliament which was passed for this acquisition, also sanctioned the purchase of the Harleian Manuscripts, which had been collected by the Lord Treasurer Harley, Earl of Oxford, and his son. Their noble library of printed books had been previously allowed to be dispersed to the irreparable loss of our national literature.

The vast collection of printed books which has increased upon us with giant strides, has risen from two hundred and thirty-five thousand volumes in 1838, through four hundred and thirty-five thousand in 1849, to a total of six hundred thousand at the present time, of which the old library accommodates about five hundred thousand. The new building, which is of iron, is calculated to hold about fifteen hundred thousand volumes, and you will be tempted to accuse me of exaggeration when I assure you that it contains three miles of book cases eight feet high, and twenty-five miles of shelves. Yet with all this, such is the portentous rate at which books accumulate, that it is calculated that there will not be room for the probable accessions of the next forty years, and that before that time the vast space which has been prepared will be gorged with books.

For the use of the reading public, who are admitted with a liberality and treated with a courtesy which it is impossible to overestimate, a new circular reading room has been erected containing sixty thousand volumes, all books of reference and periodicals, and offering most convenient accommodation to more than three hundred students at a time. The dome of this magnificent building is the second largest in the world, being only two feet narrower than that of the Pantheon at Rome. In size, decoration, and convenience, it stands unrivalled among similar edifices, and we may boast of possessing in it the most splendid temple ever erected to literature in any country or in any age.

II. Further Papers on Books and Libraries.

1. SUGGESTIONS IN REGARD TO OUR PUBLIC SCHOOL LIBRARIES.

As the usual period of the year for establishing or replenishing the Public School Libraries has now arrived, we desire to call the attention of the local school authorities to the subject,

The approaching long winter evenings will afford ample leisure for reading as well as for study. The perusal of good books will be at once a stimulus and a relaxation, as well as an intellectual advantage to the pupils themselves. It will doubtless also be no less a source of pleasure and profit to their parents and other rate-payers, who have the right of free access to the public school library, under the regulations provided by law.

Painful evidence has already been afforded in Canada* of the evil effects upon young persons of an acquaintance with that pernicious class of the lighter literature of the day only, which is everywhere so abundantly supplied, and which, in the absence of better tastes and some controlling influence against it, young people are too apt to seek out and to read with avidity.

Most of our public schools,—chiefly in cities, towns, and villages,—have by their excellence created, especially among the more advanced pupils, a taste for reading and intellectual culture which

after a time, the ordinary instruction in these schools, without the aid of a suitable library, does not fully meet. Having acquired in the school this taste for reading, these pupils will necessarily seek to gratify it. How important is it then, that this desire for reading should be rightly directed, or, what is better, gratified in a legitimate way in the school itself. It should be remembered, too, that teachers labour under serious disadvantages, and are less effective in their instructions where they are unable to supplement their labours by means of a library of reading and reference books. It is therefore the more necessary, both for teachers and pupils, that this indispensable adjunct to a good and successful school should not only be provided, but that it should be well kept up, with a continuous supply of the more valuable and attractive books, as they issue from the press.

The facilities afforded by the Educational Department for carrying out this important object are now most ample. An abundant supply of appropriate books has been procured to meet the winter demand. The terms upon which they are furnished to municipal and school corporations will be found on page 176 of this *Journal*, and are worthy of the consideration of the local school authorities.

2. BOOK PRIZES BY TOWNSHIP COUNCILS.

During the last few months applications have been received at the Educational Department from various Township Councils in Upper Canada for books, to be distributed as prizes among the best Scholars in the Township. This is comparatively a new feature in our School operation, and is one worthy of the highest commendation. It has the effect of producing a spirited and healthy competition among all the Schools of a Township, of developing a knowledge acquired by determining, to a great extent, who have been the most successful teachers in the Township. We hope this Township system of Prizes will be generally adopted throughout Upper Canada. — [Ed. *Journal of Education*.

3. READING GOOD AND BAD BOOKS.

BY HENRY WOOD HILL.

Books may be compared to men, with the exception that whilst the latter speak with the living tongue, the former give utterance to ideas in silence. "Dead men open the eyes of the living." Books as well as men make known to us our obligations, the failings common to human beings and peculiar to ourselves, the difficulties to be encountered, the duties to be performed, the distresses to be endured, and the pleasures to be realized by us. With books, as well as with men, we become accustomed to reflection, acquainted with the beauty of virtue, and the deformity of vice. Men, in their communication with each other, address themselves to those passions and affections of the mind that are conducive either to happiness or to unhappiness. Good words are the incentives to energy and industry. Should they not therefore be carefully studied? In books, as well as with men, we may confer with genius and learning.

But books have an advantage over men, in that they enable one to contemplate at leisure the finished productions of mature reflection, whilst many of us are not endowed with a memory sufficiently capable of retaining the exact words of the speaker. Moreover, a person is seldom enabled to speak at once so much to the purpose as he would write after consideration.

There is something peculiarly beautiful and soothing in the manner in which the silent processes of the mind are brought into action when we are reading, and something very gratifying in the satisfaction that we know, when reading attentively, we must of necessity derive some benefit. What can be more beneficial than improving the vigour and sensibilities of the mind, expanding the reasoning faculties, strengthening the judgment, facilitating the utterance of ideas? Are these benefits more easily attained than by a careful course of good reading?

Superior books of the present day are few, and cannot effect a degree of good at all counterbalancing the vast amount of evil resulting from the general perusal of inferior books, aggravated as that evil is a thousandfold by the prominent position they occupy, and when their sale is so much promoted by the public.

When perusing a book, we are apt to apply the ideas therein contained to ourselves, to identify ourselves with those spoken of, and more or less to allow ourselves to be actuated by the interpretation of their ideas. Our prejudices are somewhat biased by that which we have just read. Novel readers rarely, if ever, form a correct estimate of life and manners. [They erroneously imagine that the ideals portrayed in the novel are taken from reality—that the conduct of persons with whom they are thrown in contact will be similar to the writer's prototype. The mock representations of nature are recognized as false when merely traversing the common walk of life.

We cannot but admit that occasionally some benefit, intellectual

or even moral, may be derived from reading a novel. Dr. Johnson declared that he never looked into a book so utterly valueless, but that something profitable might be extracted from it. The question is, is this something worth while hunting out? Dr. Johnson was a man of extraordinary capabilities, and in a most wonderful manner found time for looking into almost everything. The majority of us have not the capability of treating with time so successfully as Dr. Johnson had; and even if we had, we should use it, comparatively speaking, with but trifling advantage in reading books which contain but little knowledge. It is well, therefore, to go to the fountain-head at once—to consult those books where there is a certainty of finding knowledge, and to consider inferior books as chaff; remembering the words of Bassanio respecting Gratiano, "His reasons are as two grains of wheat, hid in two bushels of chaff: you shall seek all day ere you find them, and when you have them, they are not worth the search."

Persons who read inferior books acquire a distaste for superior books. They falsely imagine the latter to be too learned and abstruse, though the language and manner in which they are worded may be the most simple and the least complicated, and require the least degree of study to understand them. A novel appeals but slightly, if ever, to the Christian's feelings and principles. The author, as far as his novel is concerned, is too much occupied with the spirit of wordliness to think of morality. He alludes not to religion because it is distasteful to his supporters, and a hindrance to the sale of his book.

We cannot conceive anything more delightful or more promising of reward than reading books, the authors of which are regarded as the masters, depositories, and guardians of true knowledge, and which are supported by the taste and judgment of educated minds. We have satisfaction in perusing them, since we are fully aware that our time is not idled away, and that we are not likely to contract a hurtful style either of thinking or of speaking. On the contrary, one of the great benefits to be derived from good authors is that of acquiring a greater facility of speaking and writing in a manner not only gratifying to others but pleasing to ourselves. We are told that Cicero, who formed his style on the model of Plato, was a resemblance scarcely less exact than that of the bust to its mould, or the waxen seal to the sculptured gem. We can hardly venture to hope that our endeavours will be so successful as Cicero's, but at the same time we may reasonably anticipate that they may be well rewarded by close intercourse with good authors. The more time one devotes to the responsibilities, the requirements, the studies of a barrister, the more likely is he to become conversant with the mysteries of the bar. Similarly with other professions. Will not the same reasoning hold good for our association with good books? The "Tatler," the "Spectator," the "Guardian," the "Rambler," the "Adventurer," the "World," have they been written for no good purpose? Do we in vain associate with Johnson, of whom Bishop Gleig has said, "that he brought more mind to every subject, and a greater variety of knowledge ready for all occasions, than almost any man?" May we not think that Johnson spoke justly when he said that "whoever would attain an English style, familiar but not coarse, and elegant but not ostentatious, must give his days and nights to the volumes of Addison?" And that he was equally just when he said of poor Goldsmith, whose simplicity, elegance, and refined feeling have no superior, that "whatever he wrote he did it better than any other man could do?" We cannot but read with advantage such novels as the "Vicar of Wakefield," of which Sir Walter Scott says, "that it is one of the most delicious morsels of fictitious composition in which the human mind was ever employed. We read it in youth and in age; we return to it again and again, and bless the memory of an author who contrives so well to reconcile us to human nature." To Sir Walter Scott can we pay a higher tribute when we say with Professor Spalding, that his novels "may safely be pronounced to be the most extraordinary productions of their class that were ever penned, and to stand, in literary value, as far above all other prose works of fiction as the novels of Fielding stand above all others in our language except these?" In our selection of books, let us remember that we are told that good books "lead us to the fountain-head of true sense and sublimity; teach us the first and infallible principles of convincing and moving eloquence; and reveal to us the mystery and delicacy of good writers." — *English Journal of Education*.

4. NOTES ON LIBRARIES AND LITERATURE.

While no library in America has yet reached 150,000 volumes, there are more than thirty in Europe, which have passed that figure. Some of these, it is true, are merely repositories of ancient and mediæval literature, with a considerable sprinkling of the books of the last century, and but few accessions from the more modern press. Such, for the most part, are the numerous libraries of Italy, while others, like the Library of the British Museum, and the Im-

perial Library, at Paris, are about equally rich in ancient and modern literature. The latter library, undoubtedly the largest collection in the world, has now over 900,000 volumes, besides 500,000 pamphlets; while the Royal Library at Munich claims to possess 800,000 volumes, placing it, if the claim be allowed, far in advance of the British Museum, as well as of the Royal Libraries of the Prussian and Russian governments. But it is shrewdly suspected that the learned Bavarian who presides over the Munich collection, reckons every tract and pamphlet in his vast repository of literature as a separate work. To enumerate only the collections which exceed 300,000 volumes each, we have the following table of the relative rank of the European libraries. The figures are from Edwards' "Memoirs of Libraries," London, 1859, and the "Annuaire du Bibliophile," for 1862.

Imperial Library,	Paris,	900,000 vols.
Royal Library,	Munich,	800,000 do.
British Museum,	London,	600,000 do.
Royal Library,	Berlin,	500,000 do.
Imperial Library,	St. Petersburg,	450,000 do.
University Library,	Munich,	400,000 do.
Royal Library,	Copenhagen,	400,000 do.
Imperial Library,	Vienna,	350,000 do.
University Library,	Gottingen,	350,000 do.
University Library,	Breslau,	350,000 do.
Royal Library,	Dresden,	320,000 do.
Bodleian Library,	Oxford,	300,000 do.

What renders the claim of the Royal Library of Munich still more open to suspicion than its enormous extent relatively to those of all the great capitals of Europe, is the similar claim put forth by the University Library in the same city, to the possession of no less than 400,000 volumes. It is scarcely creditable that two libraries in the small Duchy of Bavaria should have accumulated nearly a million and a quarter of volumes, while the largest and most rapidly increasing libraries in Europe are yet very far from approaching a million. But the best evidence against the "figures which cannot lie" of the Munich collection, is to be found in the following table, extracted from the Parliamentary Report on Public Libraries, published in 1850.

It sets forth the average annual increase of the libraries already enumerated, as reported by the officers of the libraries themselves.

British Museum Library,		20,000
Imperial Library,	Paris,	13,000
Royal Library,	Berlin,	9,000
Bodleian Library,	Oxford,	5,000
Imperial Library,	Vienna,	3,500
Royal Library,	Munich,	3,000
Imperial Library,	St. Petersburg,	No return.
University Library,	Gottingen,	3,000
University Library,	Breslau,	2,000
Royal Library,	Dresden,	2,000
University Library,	Munich,	1,500
Royal Library,	Copenhagen,	1,200

Now it is not probable that two libraries growing no faster than at the rate of 1,500 volumes, and 3,000 volumes, respectively, *per annum*, should so far surpass collections increasing in a much greater ratio. It sounds strangely to lovers of books to read that, of the great libraries above mentioned, only one (the Bodleian) has a printed catalogue of its treasures, while some have never yet been completely catalogued, even in manuscript!

The one great advantage which European libraries possess over American, consists in the enormous "start" which the accumulations of the past have given them in the race. With one or two hundred thousand volumes as a basis, what, but utter neglect, can prevent any library from becoming a great and useful institution? The most moderate share of discrimination, applied to the selection of current literature, will keep up the character of the collection as a progressive one. But with nothing at all as a basis—as most of our large American libraries have started, the rate of progress seems slow, and the results small hitherto. Yet it should never be forgotten that it is not quantity, but quality, which constitutes the chief value of libraries, after all. "*Non multa, sed multum*" is the golden rule of reading, and what avails it to heap up even millions of books, provided you have not the best ones? Some of the American libraries have been fortunate in donations of private libraries, while several (as the Astor, and the Library of Congress) have not been the recipients of any single collection to swell their aggregate. Of all our libraries, perhaps the Boston Public has been the most "lucky." Founded scarcely ten years ago, it now stands second (or third?) in numerical rank—possessing 105,000 volumes, while its selections, both of popular and erudite works, have been made with great judgment and discrimination. It has been favoured with one patron (Joshua Bates, Esq.) of rare munificence, whose gifts in money and books, closely approach the sum

of \$100,000. The late Hon. Jonathan Phillips gave it \$30,000, and several valuable private bequests have enriched its shelves. Its latest considerable acquisition by this means, was the noble and scholarly collection of the late Rev. Theodore Parker, numbering over 11,000 volumes, and especially rich in theology, metaphysics and German literature generally. The Library company of Philadelphia, with its associate, the Loganian Library, now numbers over 75,000 volumes, and embraces much, especially in its highly valuable stores of American books and early printed works, of which any collection might be proud. Although dependent for accessions upon the associated enterprise of a company, it is steadily advancing in completeness and consequent usefulness.

5. LIBRARIES IN DENMARK.

Mons. de Flaux, in "L'Etude sur le Danemark," which he has recently published, speaks in these terms of the libraries at Copenhagen: "These establishments are magnificent and admirably managed. The Royal Library, founded by Christian III., contains above 400,000 volumes, the Sanskrit manuscripts brought by Kaak from the East, Niebuhr's manuscripts, and a vast collection of Icelandic manuscripts of great rarity and value."

6. THE IMPERIAL LIBRARY IN ST. PETERSBURG

Had its origin in the celebrated fête given by the Prince Potemkin to the Empress Catharine. When he gave that fête, she remarked that in his palace there was only one thing wanting, which was a library. This remark of the Empress was tantamount to a command in those times; and on the very next day Potemkin sent for a celebrated bookseller of St. Petersburg to furnish him with a library. The bookseller questioned the Prince as to the kind of books he would wish to have it composed of. Potemkin replied that it mattered not, 'little books at the top, and great books at the bottom.' It remained so from that time, and is actually the regulation at present on which the Library at St. Petersburg is formed. That library of Potemkin's became the foundation of the Imperial Library, and it accounts for the singular mass of trash which is there got together; for, though it is a very voluminous library, yet in point of worthless books it is not paralleled in Europe. The collection is classed, not by subjects, but by the size of the books. The quartos are ranged together, the octavos together, and the duodecimos together. Works of all kinds and subjects are mingled.

7. IMPERIAL LIBRARY IN TURKEY.

There are numerous public libraries in Constantinople, estimated to contain over a million manuscripts, more or less damaged by lying in heaps in damp cellars, or worm-eaten chests. There are a few treasures of the early periods of Byzantine literature. The remaining works are consequently chiefly in Arabic, or in other Semitic languages; but they form, on the other hand, the richest collection of Oriental literature in existence. Ahmet-Vafl-Effendi, Subbi-Bey, and other Turkish men of letters, have proposed that this inestimable mass of literary treasures be collected in one building, so as to render it accessible to students engaged in historical researches, and there is every reason to believe that this proposal will be adopted, notwithstanding the opposition it has hitherto met with. The first step towards the formation of an Imperial library has already been taken by placing 40,000 volumes of good works, in various European languages, and which belonged to El-Hami Pacha, in the Dar-al-fanon, the building of the university. Orders have been given to increase this collection considerably, so as to create a tolerably complete library for consultation, to which the public will be freely admitted. Adding to such a collection, the MSS. already mentioned, Constantinople would be superior to any capital in a literary point of view, especially if, by some lucky chance, the plays of Menander, or the lost books of Livy, or the remaining tragedies of Æschylus, were suddenly brought to light from amidst the parchments now being so carefully examined.

8. LIBRARY DONATION IN DUBLIN.

It has been noticed that book collectors have latterly got into the habit of presenting their libraries to public institutions. The latest record of this is that Mr. Job Jolly, a Dublin barrister, has presented to the Royal Dublin Society, for the use of the public, 17,000 volumes of rare and valuable books, which he had been a considerable time collecting; also a large number of prints, scarce engravings, manuscripts, and an interesting collection of autographs. The value of the whole is estimated at £10,000, equivalent to \$50,000.

9. HOW MANY BOOKS HAVE EVER BEEN PRINTED?

This is a question which has frequently exercised the thoughts of the curious in literary statistics. The following estimate of the number of printed books which exist, in all languages, is given in Feignot's "Manuel de Bibliophile," vol. i. pp. 3, 4, note. (Published 1823.)

Number of works issued from the invention of printing (say 1450) to 1536	42,000
Number printed in the second century from invention of printing—1536-1636	575,000
Number printed in the third century from invention of printing—1636-1736	1,225,000
Number printed in the fourth century from invention of printing—1736-1822	1,839,960
	3,681,960

The first century was obtained by diligent computation from Maittaire, Panzer, and other catalogues of early printed books, and publications of the fifteenth century. Passing then to the last century, and availing himself of all the literary and bibliographical journals, catalogues of booksellers and of libraries, etc., he arrives at the figures quoted, viz.: 1,839,960. Using these two results as a basis for computation of the two intermediate centuries, of which no more approximative estimate could be made, from defect of data to proceed upon, he calculates the product of each quarter century in progressive ratio, and obtains the result above recorded. Estimating each of these printed works at an average of three volumes, the total product of the printed literature of the globe, up to the year 1822, is about eleven millions of volumes of distinct works and editions. Our literary cipherer next calculates that the impression of each edition may have averaged 300 copies, which would give, as the total of volumes issued from all the presses of the world, 3,313,764,000. But it is further reckoned that two-thirds, at least, of this enormous mass have been destroyed by daily use, fire, accident, or the merciless knife of the grocer or the trunk-maker, which, like the sword of Herod, daily devotes to indiscriminate massacre so many innocents. Their remain, then, for the occupation of our leisure hours, in all the public and private libraries of the world, only 1,104,588,000 volumes.—*Am. Lit. Gazette.*

10. AUSTRIAN SCHOOL BOOKS.

The Austrian Government has published the official catalogue of its school-books, which are all printed at the Imperial Printing Office at Vienna (one of the wonders of the world) in an admirable style. It is interesting to note that they are printed on paper made of "corn shucks," or of the leaves which protect the ear of maize. The material gives the page a yellowish color, which medical men consider less fatiguing to the eye than our snowy pages. Who that in cold countries—in Canada and Russia, for example—has not observed how lies long on the ground, near-sightedness in tropical countries, where the glare of the sun is so intense, and, as in Africa, which gives the eye a common infirmity, while the failing is unknown. This is greater from the vast tracts of the African continent, where the whole landscape has a yellowish tinge, than from the heterogeneous catalogue exhibits at a glance the heterogeneous elements which form the Austrian Empire. It contains the titles of books in German, Polish, Italian, Bohemian, Ruthven, Magyar, Croat, Slovenian, Roumain, and Hebrew—the German, Italian, Polish, and Slovenian titles being the most numerous. The Croat tongue (Illyrian and Dalmatian) is printed in Roman characters; the Ruthven is printed in the Ruthven characters, which reminds one of the old Greek or the old Slavonic characters (Cyril's characters); the Magyar is printed in Russian characters, slightly modified; the Roumain, Polish, Bohemian, and Sloven are printed in Roman characters.

11. BURIAL PLACES OF LITERARY MEN.

This great author, most generally remembered as the author of "Robinson Crusoe," lies in Bunhill Fields burying-ground, City Road, London, and until last month his monumental stone bore no inscription. It was a headstone, which, having sunk much in the ground, was raised, repaired, and repainted, with the addition of one epitaph, by Dr. Rogers, of Dalston and Westminster. Bunhill Fields burying-ground was opened as a cemetery in 1665, at the time of the great plague, and was much used by the non-conformists, as dissenters were then generally called. Besides DeFoe, are interred there John Bunyan, of "The Pilgrim's Progress;" Dr. Thomas Goodwin, the chaplain who attended Cromwell's death bed; George Fox, founder of the Society of Friends; Lieut.-General Fleetwood, a son-in-law of Cromwell; Dr. Daniel Williams, founder of the Public Library in Redcross Street, London; John Dunton; George Whitehead, a Welsh bard; Dr. Isaac Watts; Joseph Ritson,

the Antiquarian; William Blake, the painter; Thomas Hardy, tried for treason in 1794, and acquitted through the eloquent advocacy of Erskine; Thomas Stothard, the painter, and many more notable persons, including the mother of the Rev. John Wesley. In the burial-ground of the Wesleyan Chapel, opposite Bunhill Fields graveyard, are interred John Wesley and other authors of Methodism.

III. Papers on Practical Education.

1. SCHOOLROOM DUALITY.

A teacher about to give a collective lesson to a large number of children addressed them thus:—"Attention! There are but two persons in this room—you and I; if you each think of this, you will not talk during the lesson; nor will you annoy one another; nor will you attract one another's attention. Now, remember; only two persons in the room—you and I."

Every teacher wishing to engage the attention of each individual in a large class of pupils would naturally, in some form or other, express the idea of *only two* persons being present.

The idea has long since lost its freshness. Even the sleepy-headed small boy, matter-of-fact gentleman as he is, sees nothing paradoxical in it. He quite comprehends the nature of the duality. Perhaps he comprehends it more fully than the teacher does. But this by the way.

There are many teachers who are so strongly impressed with the force of the schoolroom duality that it is a case of pains and penalties for a pupil to recognize by any sort of demonstration, the presence of any other pupil in the schoolroom during a lesson. And yet, to the looker-on, it is painfully evident that the majority of such teachers have but an imperfectly developed perception of what the schoolroom duality should be. A teacher is right enough in requiring each of his pupils to regard him as the *other person* in the schoolroom; but he should, on the other hand, take care to regard *each pupil* as the *other person* in the room. The school may be going on well, but is the *pupil* going on well? Look to the school roll; call over each name slowly. Is he going on well? he is the pupil. Is she going on well? she is the pupil.

If the teacher and the pupil go on well together, the school and the teacher are necessarily going on well; but it is quite possible for the school and the teacher to be going on, to all appearance, well, whilst the bond of union between the teacher and the pupil is as attenuated as a spider's web, and the advantages are on the side of the teacher, in having the *pupil*, whom he generalizes with the school.

It is much easier for a large number of individuals to give undivided attention to one person than it is for one individual to give moderately divided attention to a large number of persons. True. The of teaching is by no means simple as some would have us to believe. The experimentalist, who takes a ragged, ignorant urchin, and teaches him to read and write in some incredibly short time by some marvellously clever method, knows no more of the difficulties of teaching a school than the man who slept with one goose-feather between himself and the planks knew of the softness of a feather-bed.

Almost any one with ordinary intelligence and patience could teach a child, or even a small class of children, such things as are taught in elementary schools. But teaching a school is a widely different affair. It requires not only careful training, by men who make *mind* as well as school subjects their study, but it requires considerable natural aptitude—a natural aptitude with which comparatively few teachers are gifted. What is generalized as "knowledge of human nature" is indispensable. But, more than this; a teacher who has a large school under his care must make first-rate teaching his constant study. The idiosyncracies and characteristics of every individual pupil must be his text-book. The teacher must learn to know the pupil. Such knowledge will be more valuable to him—will render his teaching more effective than extent and depth of information in the various branches of instruction. He has to educate as well as to instruct. He may instruct his pupil without knowing him; he cannot educate him thoroughly unless he knows him almost as well as he knows himself.

To every one the philosophic precept is given, "Know thyself;" but to the teacher we say, "Know thyself and know thy pupil." Some teachers who, not vainly, pride themselves on the faithful discharge of their duties, will say, "There are very few of my pupils whom I do not know." Well, then, those very few you *should* know, and your primary school duty is to become acquainted with them.

But how can the teacher of a large school become acquainted with all his pupils so as to know the disposition, the intellectual calibre—in short, to *know* each individual? We do not, on this occasion, undertake to say *how* it should be done. We simply say it should be done and, if we were not afraid that we should seem to talk lightly on a really serious subject, we should say the best way is, to

do it. It is just one of those operations which a skilful educator can understand much better than he can describe.

Where there is not the schoolroom duality of which we speak, there must necessarily be partiality. We cannot imagine any teacher so under the influence of "abstraction" that he can think of the school without thinking of some of the individuals who compose it. We do not say that, in bringing before his mind's eye some of his individual pupils, he thinks of those only to whom he is partial; the probability is, he may think of some of whom he would gladly be rid, or he may think of those towards whom he has no particular feeling of "like or dislike;" they figure in his mental vision by their physical peculiarities, or their dress, or some other specialities.

Again, we are not of those who regard *partiality* as an evil in itself. We defy any teacher to say honestly that he has no more liking for one pupil than for another. Partiality is an evil only when it occasions evil. The teacher who resolves to have no favorites, does well; but the teacher who tries to have as many favorites as possible does better. The teacher who comes to a good understanding with the pet minority of his pupils, and cares little or nothing whether he pleases or displeases the majority, makes a grand blunder.

"There are only two in the room, mind that!" exclaims Pedagogos. Yes, and one of the two regards the other as a poor little mouse regards a cat from whom there is no chance of escape. "There are only two in the room—listen to me!" Yes, and the one listens to the other, without knowing what he is saying. He sits stock-still, and gets a mark for attention, and that is all he does get; except, perhaps, a severe practical lesson of patience.

When a teacher wishes the pupil to consider that there are but two in the room, he should bear in mind the social relationship subsisting, or which should subsist, between the two. They are not prisoner and gaoler; they are not foreigners, who do not understand each other's language; they are not strangers who are shy of each other; they are not foes who will hold no communion with each other; they are *teacher and pupil*. Yet that little one there is unmistakably afraid of the other one; that plump-faced youngster wonders whether the other one is talking Greek; that thin pale boy would like to ask the other one a question, but he doesn't like because the other one doesn't speak to him often; that plucky-looking lad feels half inclined to ask the other one for an explanation of something which interests him, but he knows, or imagines, that the other one dislikes him.

Before a teacher can obtain that schoolroom duality which is so much to be desired, he must, at the least, know how the pupil will regard him as the other one.

Private tuition has its advantages, but it has many disadvantages; and the aim of a skilful teacher should be to combine the advantages of public education with those of private tuition.

It would be going over old ground to talk about gaining the affections of pupils. Every teacher will tell you that his pupils like him.

Gently, friend; we do not ask you whether *your* pupils love you. Of course they do; nothing could be more satisfactory, except the assurance that *you* love them. Have you no more hearts to gain amongst your pupils? Remember that every pupil of yours is *one* of a duality—a duality in which you are seriously concerned. It is well to gain the affections of a young warm heart; it is better far to gain them and to *deserve* to gain them.—T. A. in *Eng. Pupil Teacher*.

2. LET THE PUPILS ASK QUESTIONS IN SCHOOLS.

We would say to every teacher, "Encourage your pupils to ask questions,"—not captiously, but pleasantly and politely, for the sake of gaining information. We will remember that when a pupil, we often desired a more clear or full explanation of some principle, but we never thought of asking for the desired information because we were not made to feel that we had a right to do so. Indeed, we had a sort of feeling that we might be laughed at if we asked questions. But now we view the subject differently and we would make a special effort to inspire pupils with a degree of confidence that would at all proper times lead them to ask questions in relation to any passing exercise or lesson. We recently visited a school and listened to a very good recitation. The teacher was kind and pleasant, and the pupils felt that he was their friend. If any point was not sufficiently clear, hands were raised, and some one, on being called upon by the teacher, would in a very polite manner, say "I do not quite understand the subject, sir;" or, "Will you please tell me the meaning of — &c., &c.?" We needed no better assurance that the school was a good one, and that the pupils would be filled with a desire to understand, and not be satisfied with mere words. Teacher, encourage your pupils to ask questions about the passing lesson. The best scholars will usually ask the most. It may not always be best to answer every question at the time it is proposed, and it may not be well always to give a direct answer, but it will be

best either to answer directly or to give some suggestive hints, with encouraging words, which will tend to lead the pupil to gain for himself the desired knowledge.—*Connecticut Com. School Journal*.

3. A CURE FOR WHISPERING.

A "Teacher" asks "what is the best method of preventing whispering in school?" In answer we say that we know of no specific method, and can only give a few hints on the subject. Whispering is a great annoyance. Indeed, we may call it the "root of many evils" in school and the teacher who succeeds in preventing whispering, at the same time removes the source of many other annoyances. Hence the question asked by our correspondent is a very important one,—one in which every teacher has an interest. Whispering should not be allowed in school, and, if necessary, stringent measures should be used for its prevention or cure. We would give the following suggestive hints on the subject.

1. From the beginning take a decided stand against whispering. If possible, cause your pupils to feel that it is an evil, and make them interested to prevent it. By a few judicious and kind remarks the teacher may lead his pupils to see the propriety of efforts for its removal from school and secure from them a pledge or vote to aid in the same.

2. Keep a record of deportment, and if pupils whisper let it effect their standing.

3. Allow an opportunity for whispering at the end of each hour and thus remove all necessity for whispering at any other time.

4. Give pupils sufficient employment. Keep them busy and the temptation to whisper will be removed.

5. Make school pleasant and occasionally introduce, for a few minutes, some general exercise which will tend to relieve pupils from the monotony of regular routine exercises. Pupils frequently whisper without any intention of disturbing the school. It is a sort of "safety valve" for letting off a wearisome feeling caused by want of variety. A slight and brief change in the regular programme, by the introduction of some concert exercise, will often do good. Try it. In our next we will endeavour to suggest a few such exercises. Will some of our readers give us their views and experiences on this subject of whispering?—*Connecticut Common School Journal*.

4. HOW SHALL PERFECT LESSONS BE SECURED?

The above question is asked by a "Teacher,"—and it is a pertinent one, but we can give no unvarying method. The teacher must endeavour to bring various motives to bear. We have time now merely to say,—

1. Cause your pupils to feel that the lessons given them are not given as tasks, but as exercises for their good.

2. Make the recitations interesting. By means of illustration and anecdote awaken an interest in the subject, and increase a desire to know more.

3. Assign lessons that can be learned and then insist that they be learned. Make your pupils feel that you require of them no more than they can perform and then make them feel, by your persistent course, that you will not be satisfied with anything short of a good recitation.

4. Keep a daily record of the recitations for the inspection of visitors, and occasionally send a statement to parents.

Above all your own interest and enthusiasm in school work, seek to inspire your pupils with a spirit of earnestness which will not allow them to feel satisfied at the end of a day if their lessons have not been well learned and accurately recited.

But, after all, it must be admitted nearly every school there may be found some pupils who are incorrigibly dull and listless, and in whom it will be almost impossible, in any ordinary way, to awaken any ambition or desire to learn. Make such a careful study and see if you can not find some avenue by which you may reach them and awaken an interest. Try your skill, and if your patience is tried at the same time, be careful not to let it become exhausted. The patient worker will find his reward.—*Connecticut Common School Journal*.

5. THE TEACHER'S OFFICE.

There is scarcely any office under the Government which tends more directly to produce the social well-being of the people than that of the teacher. A good school prevents crime, and thereby adds to the value and security of property, and forms beneficially the manners and character of the people. A teacher has it in his power to plant sedition and discord, to sow treason and corruption, irreligion and immorality, and to band the people together for evil; or he may cultivate allegiance to the sovereign, obedience to God, and respect for our fellow-men; and he who has so much in his pow-

er for good or evil, and chooses the right course, is deserving of the highest respect of his fellow-citizens—respect in proportion to the power he possesses and not abuses. "But the amount of honour and emolument actually attached to their calling depends, as is the case with other callings, not upon its intrinsic importance, but upon the feelings with which it is regarded by society at large. If not taught to view the matter in this light, there will always be a considerable risk that the efforts of the Training College authorities to impress the students with a sense of their responsibility; and the fact that the course of instruction is carried on by the stimulus of literary examinations, may produce a combination of zeal—half professional, and half religious—with personal ambition which can lead only to disappointment and discontent." A great deal of the respect given to his office depends on the teacher himself. All persons acquainted with the habits of the poor, know that they respect persons rather than systems. They value the teacher, and not his teaching, or rather they confer upon his office the respect they have for the man. Teachers, therefore, must live uprightly and honourably, and in all their dealings they must scorn to act with meanness or craft. Their demeanour must be modest and unassuming, yet free from any taint of cringing or sycophancy. They must act like men, looking openly in the face of all, holding their own with firmness, giving to each his due, but never sacrificing that self-respect which is their greatest value. They must lead religious lives, avoiding public-houses and bad company, and must be in every respect a guide for the people with whom their lot is cast. They must not only be their guide, but their friend—ever ready to oblige as far as in their power, to counsel them, and to perform generally the office of true neighbours. They must be men of the world, business men, capable of assisting in the difficulties and disappointments of their localities; and thus by being useful they may gain the confidence and favour of the people, and be in a position to lead them, by acting on their higher traits of character, to their own good.—*Robinson's Manual and Method of Organization.*

6. ENCOURAGEMENT TO YOUNG TEACHERS.

Should any of you be called to the important trust of imparting instruction to small children, do not I beseech you, look upon it with dread as too many have; rather with delight, only fearing its immense responsibility. There is scope enough in the occupation to engage your richest talents, brightest fancy, keenest wits and profoundest thoughts; especially should you answer all their questions, which you should always encourage them to ask, illustrative of the subject before them. It may require at times, your most active ingenuity to occupy their thoughts and enkindle an enthusiasm; but when it is once enkindled, you will love nothing better, than to watch the expanding germ, unfolding like the rose bud. It will become a joy to you then to witness the simplicity manifested in their manner of receiving truth, and their artless way of imparting it. Besides there is a true grandeur in that mysterious growth and development of mind, seen nowhere else so pure and plastic as with the simple hearted child.—*Wisconsin Journal of Education.*

7. MODE OF INCREASING SCHOOL ATTENDANCE.

To the Editor of the Journal of Education.

DEAR SIR,—Your valuable journal, will no doubt, give publicity to any measure which on trial proves favourable to the education of our country in one single point. The experiment referred to is the following:—In Bruce, Kincardine, Huron and Kinloss before this year the attendance has been nearly equal to one-third of the names on the School Register. Finding this greatly owing to the culpable neglect of parents, a most serious loss to the child, and disgrace to the parent, I went and published a tract exposing the fact, and adding many arguments for attendance and the value of education, &c., the same was inserted in the *Journal of Education*, and our own local paper. Whilst passing through the last, I got 1000 copies struck off, and gave about 30 copies to each Teacher, requesting him to lend and read them to all, and add all his own arguments at the same time.

The consequence is, in the first six months of this year by the half yearly School Returns we have a clear increase of attendance over last year of 66 per cent., in Bruce, 34 per cent., in Kincardine, 49 per cent. in Kinloss and 21 per cent. in Huron. The average of the whole district is 42½ per cent. Another year of the same increase in a new settlement of 12 years standing and much of the lands unoccupied will place us in the point of regularity and attendance amongst the best in the Province. I feel now convinced, without any compulsion, that \$200 worth of tracts used as above and provided by the office, would leave compulsion entirely unnecessary, and be worth millions of dollars to the rising generation.

Yours most respectfully,

Kincardine, Nov. 1863.

WM. FRASER, Local Supt. of Schools.

IV. Papers on Practical Science, &c.

1. THE MINERAL WEALTH OF CANADA.

"It never rains but it pours." This musty old proverb may well be applied to this country as regards the mineral wealth, which the hand of the explorer is almost daily turning up to the rays of the sun. A few days ago we noticed the discovery of Antimony in the Township of Ham, of Gold and silver quartz at Tyandinago, in the county of Hastings, and of further deposits of Copper in the rich belt of country which extends northward from Lake Memphremagog, to Point Levi. We now hear of lead deposits, said to be of unusual richness in the same county of Hastings. In the short space of half an hour forty pounds of pure soft lead were taken from a hole about two feet deep and three feet in circumference. The prospect seems favourable, and there is scarcely any doubt but that a mine of great wealth has been tapped. We also learn that the Marmora iron and copper mines are again to be worked by a new company, principally from Quebec, who purpose commencing operations with a capital of \$1,000,000.—*M. Gazette.*

2. ECONOMICAL USES OF THE CANADIAN MOOSEWOOD.

At a late Botanical Society's meeting at Kingston, samples of Moosewood bark were presented from R. Bell, Esq., M.P. The bark of Moosewood (*Direa palustris*) is very remarkable on account of its tenacity, and in some parts of Canada is much used as a rude, but excellent, substitute for twine, &c. It is singular that attempts have not hitherto been made to render it available for manufacturing purposes. The wood also is likely to prove profitable to the charcoal-burner on account of the high price to which gunpowder-charcoal has risen in Europe in consequence chiefly of the Volunteer movement. *Direa palustris* occurs in several places about Kingston in small quantity; but in uncleared parts of the country it is often abundant. In the township of Bedford, Dr. Lawson saw patches of it this summer of many acres in extent. Mr. Bell's suggestions are important, and will no doubt serve to call the attention of those who have the means of making inquiry and investigation. He says I have often thought that the bark of the *Direa*, *Moosewood*, *Leatherwood*, a shrub, or rather a very small tree, which abounds in nearly all parts of Canada, might be economically employed in the manufacture of cordage, or any of the fabrics in which hemp or flax are used; and, if I am not mistaken, it might, if submitted to the Clanssen process, enter into the various articles of manufacture where cotton is used, either alone, or mixed with that material. It might also be used for paper making. The charcoal made from the wood of the *Direa*, is said to be very valuable for the manufacture of gunpowder. The sample sent is inferior, being taken from a branch of the plant.

3. THE TEA PLANT IN INDIA.

If we wrote history as the Singalese do, on dry leaves, it ought to be on the tea-leaf. America revolted from us upon a question of "Souchong." Queen Anne sipped "Bohea" while she signed Marlborough's commission. "Pekoe" took us first to china, and "Young Hyson" shook the last Cabinet of Lord Palmerston to its fall. For the sake of the tea we have sacked Pekin and burned the palace of the "Cousin of the Sun" over his Celestial Majesty's head; for the sake of tea the Russian has painfully worked his way across Siberia, and built a chain of forts along the desolate banks of the Amoor. The commerce of half the vast continent of Asia turns upon this little bush with its tiny leaflets and silver spray of flowers; four hundred millions of men, women and children, on a zone of the globe stretching from one side of the Pacific round the world to the other, drink the fragrant infusion. The first item of news from India concerns everybody, because it concerns tea-drinking. "The Governor-General will leave Silma in September, and his earliest visit will be to the Kangra Valley to see the progress of tea-planting there." "What of that?" we hear Materfamilias say; and we reply to her deferentially, "Madam, put another spoonful in 'for the pot'; for this news is good news for tea-tables." Conquests do not usually concern the tea-caddy; but when we took the Punjab from the Sikh Singhs a great revolution in grocery was inaugurated. We found on the Kangra slopes and the upland of the Murree hills just the kind of soil which the tea-plant delights in. What was more, we found a tea-plant growing wild; and the credit of putting two and two together is due to Dr Royle, who urged upon Lord Dalhousie's Government and his splendid lieutenants, the Lawrences, to plant tea there. Now seeds and new plants were procured, and the long spurs of the Himalayans grew rapidly green and then white with the foliage of "Thea veridis" and the scattered snow of its flowers. All sorts of obstacles of course arose. At Holta, for example, a fine sub-Himalayan plain, thousands

of acres lay unused, because they were reported to belong to a "djin." We ploughed them, to the horror of the "wiley-men"; sowed them; and, in spite of genii and giants, reaped a crop that made tea cheaper, and the Chinamen anxious. This kind of domestic revolution has been quietly progressing ever since. Kuma Gurwhal, Debra Doon, and a score of other localities in the north and north-west of India, have their tea-gardens, which four years ago covered 3,000 acres. In 1861 the report upon the Kangra tea-gardens showed that they produced 30,000 lbs. weight of fine tea, 1,258 maunds of tea seed—for a share in the last of which about 400 new grocers applied. The greatest supply attainable did not meet a tenth of the demand, and the same was the case in the north-west, at Rawul Pindie and the Simla hills. Once embark in the enterprise, the government of the Punjab and North-West Provinces showed a capital faculty for their opportunity. In one season they distributed 75 tons of tea-seed and 2,500,000 seedling plants, while they reserved 42 tons of seed and 4,000,000 young plants to extend their own plantations, like those at Kangra which the Governor General is now about to visit. These things are in the category of "the not generally known," partly because tea-dealers are not much inclined to talk about them, and partly because of the dense ignorance prevailing among us about India, and languidly tolerated by those who know the magnificent land and wish it well. However, this cultivation, which a Viceroy goes out of his way at last to visit, his creeping over all the eligible uplands of the Himalayas, becoming an immense and established trade; and, what is notable, quietly collecting about the cool and healthy seats of the tea plantations a colony of Europeans, who seem likely to strike root in the soil.

Even now that Lord Elgin has made public the progress of Indian tea by a visit of state to "Young Hyson," we shall probably not feel at once the benefit of the growing culture. Himalayan tea has to fight its way against the brick tea that comes in from Yarkhand and Lhasa—has to fill all the teapots of the Mussulmans and Hindoos, and to make a cheap and innocent substitute for deadly opium and mad "bhang" in the bazaars of Hindoostan before it can challenge China. But we shall feel it before long; Mr Gladstone's late remissions are altogether in its favor; so is the shorter distance to Europe, either by sea or through Afghanistan and Russia or Turkey; so is the popularity of Assam tea, which is a cousin of the Himalayan Hyson. Either brought direct, or cheapening Chinese tea by ousting it from many an Oriental market, we may be quite sure that the advantages of this fruit of the Punjab conquest will very soon be felt at the British tea-table; and does not that mean by everybody? And if it should indeed turn out, as seems most probable, that a moiety of America's great cotton cultivation, and of China's huge tea monopoly, are to be transferred permanently to India, how brilliant a prospect opens for this country and for that!—a prosperity worthy a statesman's energy to achieve; worthy a philanthropist's self-sacrifice to hasten; worth—shall we venture to say it?—worth consummation even at the price of war, which first gave peace these new and emerald-green garden-plots.—*London Telegraph*.

4. ULTIMA THULE.

Thule is, in old geography, the name of a northern island which the old poets supposed to have been the farthest part of the world. Ultima Thule, i.e., utmost Thule, occurs in Virgil's *Georgics*, lib. 1, line 30; it is now used figuratively for an extreme point.

5. THE MOON AND THE WEATHER.

Science has again and again proved that popular superstitions were philosophical facts. Another instance of this is recorded with regard to the weather. It is perhaps the most generally credited of popular beliefs, that the weather is influenced by the moon. Scientific men are now coming forward to prove that this is actually the case; and they tell us that the nearer the moon is to the earth the more disturbed the weather will be. Thus, in December next the moon will be 1800 miles closer to the earth than she is now. This, a correspondent predicts, will cause extraordinarily high tides and rough weather. In this prophecy he confirms a previous one by Lieut. Saxby, who declares that between December 12 and 15 we shall be visited with one of the severest storms ever known in England. Another writer holds that not the moon only, but the other heavenly bodies, influence our meteorology. "For example," says Mr. Pearce, the advocate of this theory, "Saturn—a body 1000 times as large as our earth—crossed the equator on the 1st Jan. last; and again on the 16th of that month, being stationary on the same day, and the sun 90° from Jupiter on that day also; consequently, the New Year was ushered in with a gale, and on the 16th gales commenced which lasted till the 20th. Saturn again crossed the equator on 2nd September last, and accordingly another stormy period occurred. The solar conjunction of both Saturn and Mars

on the 2nd of the present month again demonstrated the power of these bodies,—they having been conjoined on the previous day. A confirmation of their influence will be found when we remember that the Great Eastern was disabled in a fearful gale on the 11th of September, 1861, these planets being in conjunction on that day. Now, as to the storm period of Dec. 10 to 13.—Let Mr. Saxby observe that on the 10th the earth will pass between Mercury and Uranus, and on the 15th between the sun and Uranus. These positions have for years been observed to produce heavy gales." What a pity it was that the astrologers did not devote their observations to the foretelling of the weather, instead of the casting of horoscopes! They would then have been of some use in their day and generation.—*Liverpool Courier*.

6. THE SUN'S DISTANCE FROM THE EARTH.

Mr. J. R. Hind writes a long letter to the *Times*, discussing this subject, and enumerating the reasons for amending the hitherto received reckoning based on the observations of the transits of Venus across the sun's disc in 1761 and 1769. The second transit is always more favourable than the first, and the contradictory results derived from the observations of 1761 led to great preparations in 1769. The entrance of the planet upon the sun's disc was seen at nearly all the European observatories, and its departure therefrom at several points in Eastern Asia, at Manila, at Batavia, &c; while the entire duration was watched at Wadhus, at different places in Lapland, at Tahiti, St. Joseph in California, and elsewhere. Unfortunately, clouds interrupted the northern observations, except at Wadhus, where, however, the carelessness or fraud of the observer marred the work, and his observations, kept back for some months and never relied on, were in 1834 proved to be forgeries. The calculation made—95,360,000 miles—has been disputed since 1854, the earth's mean distance being calculated at 92,328,600 miles. The new calculations are based on experiments as the velocity of light, the lunar equation in the theory of the earth as investigated by Leverrier, and similar reasons. The next transits of Venus will take place on 9th December, 1874, and 6th December, 1882; after which no other opportunity will occur till 2004. Mr. Hind, therefore, suggests an extensive system of observations to verify the recent calculations. Among other favourable positions he names in 1882, is the place where an Antarctic continent was laid down some years since by Admiral Wilkes, but upon the existence of which geographers are not agreed. No part of the transit of 1874 can be witnessed in this country, but that of 1882 will be visible—the first external contact at Greenwich taking place at 1 h. 59 m 57 s. p.m.

V. Biographical Sketches.

No. 44.—HENRY ECCLES, ESQ., Q.C.

In the prime of life, one of the ablest members of the Upper Canada Bar, has been called to his account. Henry Eccles was born at Bath, England, in 1817. His father, Capt. Hugh Eccles, of the 61st, was long a resident of Canada, living first at Niagara and then at Toronto: he died only a few years ago. He came to Canada soon after the Peninsular war, in which he lost an arm, having sold out his commission. While his father was living at Niagara, Henry studied law at the office of Mr. James Boulton. He never attended any public school, but was educated entirely by his father, who was a gold medalist of Trinity College, Dublin. He was called to the bar in Easter term, 1842; was elected a Benchman of the Law Society in 1853, and appointed Queen's Counsel in 1856. He soon attained a leading position at the bar; and for a long time he had been engaged, as counsel, in nearly every case of importance, whether civil or criminal. He appeared to great advantage before a jury. Tall, well-proportioned and erect, his personal appearance was imposing. With a musical and well-managed voice, every word he uttered derived additional force from the delivery; the true test of eloquence. He had a wonderful faculty of making a point clear to the comprehension of an average jury; and the simplicity of his style was one of the great sources of his success. In this respect, his addresses to the juries were models which young members of the profession would do well to copy. He never confused either himself or the jury, as some gentlemen of the long robe are apt to do. Under his manipulation, the most complicated case became clear and easy of comprehension. It is doubtful whether, in producing an impression upon a jury, he had an equal in Canada. He was also famous as a special pleader, and not less so for his power of extorting truth from a witness, whether in chief or cross-examination. His astute appreciation of evidence enabled him to seize upon the strong as well as the weak points and to make the most of both.—*Leader*, November 3.

VI. Miscellaneous.

The following is Mr. Squire's poem, to which the prize for the best English verse was awarded at the late Convocation of the Toronto University:

THE NORTHMEN IN AMERICA.

Ages ere the Genoesean,
Filled with glory's brightest dream,
In the confidence of knowledge,
Westward crossed old ocean's stream,
Seeking a new world of beauty,
Rich in wealth, and great in fame,
That should fill the earth with wonder,
And to story give his name—
Came the Northman—child of ocean—
Nurtured on its stormy breast,
Following in day's fiery foot-prints
Onward to the golden West;
And with daring spirit wrested
From the grasp of envious Time,
What the wise thereafter questioned,
Of that ocean guarded clime;
And returning to his children,
Told them of the huts of snow,
In the land beyond the sunset,
And its skin-clad Esquimaux.
But he found no vine-clothed valleys,
Fertile fields or precious ore,
Flocks nor herds, nor worthy foemen,
On the new world's virgin shore.
And he knew not of the blessings
Treasured for a coming time,
Lavished there in mine and forest,
Of that golden-sanded clime;

So he turned back at the threshold
Of the ocean-hidden stores,
And the dark waves of oblivion
Backward rolled upon its shores.
Little dreamed the roving Northman,
As he leaned upon his oar,
Looking backward o'er the waters
On the far receding shore,
That the world he left behind him,
Buried in the voiceless sea,
Men should covet—nations strive for—
In the ages yet to be;
Prove the future home of people
Mightier than he deemed his own,
Nobler for the fire and spirit
From the Northmen by them drawn.
For the bold and daring Northman,
Restless as that restless flood,
Gave unto the slower Saxon
Quicker motion in the blood;
Which defeat should fire to conquest,
Once his banners were unfurled:
Gave him strength of mind and muscle
For the mastery of the world.
And the old Norse-fire yet liveth,
Glowing in our hearts to-day,
He has perished, but his spirit
Empire's rod through time shall sway.

2. THE QUEEN'S RE-APPEARANCE IN PUBLIC.

The inauguration of a statue of the late Prince Consort at Aberdeen took place on the 13th, in the presence of the Queen, and the members of the royal family. Before the ceremony of unveiling, an address was presented by the Lord Provost to the Queen, on behalf of the contributors to the fund for the erection of the statue, in which they expressed their devoted attachment to Her Majesty's person and government. The address also alluded to the visit of the Prince Consort to Aberdeen, as the President of the British Association, four years ago. The Queen then handed the following reply to the Lord Provost: "Your loyal and affectionate address has deeply touched me, and I thank you for it from my heart. It is with feelings I should vainly seek words to express that I determined to attend here to-day and witness the uncovering of the statue which will record to future times the love and respect of the people of this country and city for my great and beloved husband. But I could not reconcile it to myself to remain at Balmoral while such a tribute was being paid to his memory without making an exertion to assure you personally of the deep and heartfelt sense I entertain of your kindness and affection, and at the same time to proclaim in public the unbounded reverence and admiration, and the devoted love that fills my heart for him whose loss must throw a lasting gloom over all my future life. Never can I forget the circumstances to which you so feelingly allude, that it was in this city he delivered his remarkable address to the British Association only four years ago, and that in this country we have been for so many years in the habit of spending some of the happiest days of our lives."

3. COMPLIMENT TO PRINCE ALFRED.

Prince Alfred being on a visit at Edinburgh, attended several of the public soirees of the Social Science Association. On leaving the Working Man's Soiree, he was cheered by the audience, whereupon old Lord Brougham said "that his Royal Highness was as excellent a young man as ever was known in the world." Of such a compliment from such a man even a Prince may well be proud.

4. A GOOD TRAIT OF "THE TIMES."

Mr. J. Moore, a practical printer in London, lately stated in a lecture on the History of the Art of Printing: The proprietors of the 'Times' have done much to improve the condition of the compositors employed in their establishment. For many years a savings bank has been established, to which every compositor is expected to subscribe weekly. A cuisine has been fitted up, where viands, wholesome and suitable, are prepared at a small cost to the customers. There is a bath to refresh the body after the fatigues of the night. And, better still, dwelling houses have been erected

on Mr. Walter's estate in Berkshire, where the compositors may retire, in their old age, upon a pension."

5. ORIGINAL STORY OF THE RELIEF OF LUCKNOW.

This story was originally given in a letter written by a M. Bannerol, a French physician in the service of Musaur Rajah, dated Calcutta, 8th October, 1857, and published in "Le Pays" (a Paris newspaper), in December, 1857. "I give you the following account of the relief of Lucknow, as described by a lady, one of the rescue party: 'On every side death stared us in the face; no human aid could avert it any longer. We saw the moment approach when we must bid farewell to earth, yet without feeling the unutterable horror which must have been experienced by the unhappy victims of Cawnpore. We were resolved rather to die than to yield, and were fully persuaded that in twenty-four hours all would be over. The engineers had said so, and all knew the worst. We women strove to encourage each other, and to perform the light duties which had been assigned to us, such as conveying orders to the batteries and supplying the men with provisions, especially cups of coffee, which we prepared day and night. I had gone out to try to make myself useful, in company with Jessie Brown, the wife of a corporal in my husband's regiment. Poor Jessie had been in a state of restless excitement all through the siege, and had fallen away visibly within the last few days. A constant fever consumed her, and her mind wandered occasionally, especially that day, when the recollections of home seemed powerfully present to her. At last, overcome with fatigue, she lay down on the ground wrapped up in her plaid. I sat beside her, promising to awaken her when, as she said, 'her father should return from ploughing.' She fell at length into a profound slumber, motionless, and apparently breathless, her head resting in my lap. I myself could no longer resist the inclination to sleep, in spite of the continual roar of the cannon. Suddenly I was aroused by a wild, unearthly scream close to my ear; my companion stood upright beside me, her arms raised, and her head bent forward in the attitude of listening. A look of intense delight broke over her countenance; she grasped my hand, drew me towards her, and exclaimed: 'Dinna ye hear it? Dinna ye hear it! Aye, I'm no dreamin'; it's the slogan o' the Highlanders! We're saved! we're saved!' Then flinging herself on her knees, she thanked God with passionate fervor. I felt utterly bewildered; my English ears heard only the roar of artillery, and I thought my poor Jessie was still raving; but she darted to the batteries, and I heard her cry incessantly to the men: 'Courage! courage! hark to the slogan—to the Macgregor, the grandest of them a'. Here's help at last! To describe the effect of these words upon the soldiers would be impossible. For a moment they ceased firing, and every soul listened in intense anxiety. Gradually, however, there arose a murmur of bitter disappointment, and the wailing of the women who had flocked to the spot burst out anew, as the colonel shook his head. Our dull lowland ears heard nothing but the rattle of the musketry. A few moments more of this death-like suspense, of this agonizing hope, and Jessie, who had again sunk on the ground, sprang to her feet, and cried in a voice so clear and piercing that it was heard along the whole line: 'Will ye no believe it noo? The slogan has ceased, indeed, but the Campbells are comin'. D'ye hear? D'ye hear?' At that moment we seemed, indeed, to hear the voice of God in the distance, when the pibroch of the Highlanders brought us tidings of deliverance, for now there was no longer any doubt of the fact. That shrill penetrating, ceaseless sound, which rose above all other sounds, could come neither from the advance of the enemy, nor from the work of the sappers. No, it was indeed the blast of the Scottish bagpipes, now shrill and harsh, as threatening vengeance on the foe, then, in softer tones, seeming to promise succor to their friends in need. Never, surely, was there such a scene as that which followed. Not a heart in the residency of Lucknow but bowed itself before God. All, by one simultaneous impulse, fell upon their knees, and nothing was heard but bursting sobs and the murmured voice of prayer. Then all arose, and there rang out, from a thousand lips, a great shout of joy, which resounded far and wide and lent new vigor to that blessed pibroch. To our cheer of 'God save the Queen!' they replied by the well-known strain that moves every Scot to tears: 'Should auld acquaintance be forgot?' After that, nothing else made any impression on me. I scarcely remembered what followed. Jessie was presented to the general on his entrance into the fort, and at the officers' banquet her health was drunk by all present, while the pipers marched round the table playing once more the familiar air of Auld lang syne.'"

6. ADMIRABLE ADVICE TO YOUNG BUSINESS MEN.

John Grigg, Esq., of Philadelphia, the well known retired publisher, and founder of the extensive bookselling and publishing

house of Grigg & Elliott, has favoured us with some points which his experience has taught him it is important for men about commencing business to observe. His life, it may be remarked, is another encouraging example of what integrity, united to talent, energy, and good fortune, may hope to accomplish. One great reason of his success, we have been informed, among many others, was his power of inspiring confidence—confidence in his sincerity, honesty, and ability. Many of his customers dealt with him for years without once inquiring the price of an article. But to his opinion in his own language.

I. Be industrious and economical. Waste neither time nor money in *small* and *useless* pleasures and indulgences. If the young can be induced to begin to *save*, the moment they enter the paths of life, the way will ever become easier before them, and they will not fail to attain a competency, and that without denying themselves any of the real necessities and comforts of life. Our young people are certainly among the most improvident and extravagant on the face of the earth. It is enough to make the merchant of the old school who looks back and thinks what economy, prudence, and discretion he had to bring to bear on his own business (and which are in fact the bases of all successful enterprise,) start back in astonishment to look at the ruthless waste and extravagance of the age and people. The highest test of respectability with me is honest industry. Well-directed industry makes men happy. The really noble class, the class that was noble when "Adam delv'd and Eve spun," and have preserved their patent to this day untarnished, is the laborious and industrious. Until men have learned industry, economy, and self-control, they cannot be safely intrusted with wealth.

II. To industry and economy add self-reliance. Do not take *too much advice*. The business man must keep at the helm and steer his own ship. In early life every one should be taught to think for himself. A man's talents are never brought out until he is thrown to some extent upon his own resources. If in every difficulty he has only to run to his principal, and then implicitly obey the directions he may receive, he will never acquire that aptitude of perception, that promptness of decision, and that firmness of purpose which are absolutely necessary to those who hold important stations. A certain degree of independent feeling is essential to the full development of the intellectual character.

III. Remember that punctuality is the mother of confidence. It is not enough that the merchant fulfils his engagements; he must do what he undertakes precisely *at the time*, as well as in the way he agreed to. The mutual dependence of merchants is so great, that their engagements, like a chain, which, according to the law of physics, is never stronger than its weakest link, and oftener broken through the weakness of others than their own. But a prompt fulfilment of engagements is not only of the utmost importance because it enables others to meet their own engagements promptly; it is also the best evidence that the merchant has his affairs well ordered, his means at command, his forces marshalled, and "everything ready for action;" in short that he knows his own strength. This it is which inspires confidence, as much perhaps as the meeting of the engagement.

IV. Attend to the *minutiae* of the business, small things as well as great. See that the store is opened early, goods brushed up, twine and nails picked up, and all ready for business. A young man should consider capital, if he has it, or as he may acquire it, merely as tools with which he is to work, not as a substitute for the necessity of labor. *It is often the case that diligence in employments of less consequence is the most successful introduction to great enterprise.* Those make the best officers who have served in the ranks. We may say of labour, as Coleridge said of poetry, it is its own sweetest reward. It is the best of physic.

V. Let the young merchant remember that selfishness is the meanist of vices, and is the parent of a thousand more. It not only interferes with the means and with the end of acquisition—not only makes money more difficult to get, and not worth having when it is got, but it is narrowing to the mind and to the heart. Selfishness "keeps a shilling so close to the eye, that it cannot see a dollar beyond." Never be narrow and contracted in your views. Life abounds in instances of the brilliant results of a generous policy.

Be frank. Say what you mean. Do what you say. So shall your friends know and take for granted that you mean to do what is just and right.

VI. Accustom yourself to think vigorously. Mental, like pecuniary capital, to be worth anything must be well invested—must be rightly adjusted and applied, and to this end, careful, deep, and intense thought is necessary if great results are looked for.

VII. Marry early. The man of business should marry as soon as possible, after twenty-two or twenty-three years of age. A woman of mind will conform to the necessities of the day of small beginnings; and in choosing a wife a man should look at—1st, the heart; 2nd, the mind; 3rd, the person.

VIII. Everything, however remote, that has any bearing upon success, must be taken advantage of. The business man should be continually on the watch for information, and ideas that will throw light on his path, and he should be an attentive reader of all practical books, *especially those relating to business, trade, &c.*, as well as a patron of useful and ennobling literature.

IX. Never forget a favor, for ingratitude is the basest trait of man's heart. Always honour your country, and remember that our country is the very best poor man's country in the world.

7. THE RISE AND PROGRESS OF TALENT.

Sixty-five years ago, a person passing near the military station at the Barrière Poissonnière, in the outskirts of Paris, might have seen a young soldier assisting a market gardener in the cultivation of his plants—now digging, now watering, now weeding, and again gathering the crops from the ground, and packing the fruits in baskets for the markets of Paris. This young fellow was the son of an ostler, and having lately joined the army was lying with his comrades in the neighbouring barracks. He had made a resolution, however, to rise in his profession, and had set himself to work to accomplish his object. His first want was books for the purpose of study, and to supply this he hired himself out during his leisure time to a market gardener, for whom he laboured half a day for fivepence, until he had realized a sufficient sum to purchase the volumes upon which he had set his mind. This done, he set to work with equal diligence to study them, and uniting a practical attention to the details of his profession with personal bravery in the field, he rose by degrees to the command of an army; and though he died at the early age of twenty-nine, he left a name behind him which will demand and obtain honourable mention so long as the wars of Napoleon are matters of history. The voluntary labourer of the gardener died as General Hoche.—*Old Jonathan.*

8. PROVERBS, TRUTHS, AND MAXIMS.

A Proverb is the wisdom of many but the wit of one.

A word fitly spoken, how good is it?

Loose an hour in the morning and you will be all day hunting it.

An idle man tempts the devil.

A good when lost is valued most; for "blessings brighten when they take their flight."

A penny saved is a penny gained.

He that labours and strives spins gold.

The last feather breaks the camel's back.

Religion is the best armour but the worst cloak.

A liar is daring towards God, but a coward towards man.

Man punishes the action, but God the intention.

A rolling stone gathers no moss.

A straight tree may have crooked roots.

He that serves the devil hath a hard master.

Better wear out than rust out.

As the twig is bent, the tree's inclined.

Covetousness bursts the bag.

He that builds castles in the air will soon have no land.

A place for everything and everything in its place.

Crimes may be secret, but not secure.

A straw shows how the wind blows.

A soft answer turneth away wrath.

A bitter jest is the poison of friendship.

Honesty is the best policy.

Be just, and fear not.

A glad heart makes a cheerful countenance.

Forgiveness is the best return for an injury.

A pin a day is a groat a year.

A wager is a fool's argument.

Better alone than in bad company.

Denying a fault doubles it.

He that brings up his son to nothing breeds a thief.

Zeal without knowledge is fire without light.

When you have nothing to say, say nothing.

The word of the Lord endureth for ever.

There is no royal road to learning.

There's a silver lining to every cloud.

Pride may lurk under a thread-bare cloak.

Sincerity sends for no witness.

God permits the wicked, but not for ever.

The bee sucks honey where the spider sucks poison.

The longest life is but a parcel of moments.

Purity of heart is the foundation of all excellence.

Idleness is the mother of want.

The fear of the Lord is the beginning of knowledge.

The curse of the Lord is in the house of the wicked.

VII. Short Critical Notices of Books.

— **OUR OLD HOME.** By Nathaniel Hawthorne.*—This volume contains a series of twelve English sketches, the material for which were collected by Mr. Hawthorne, while United States Consul at Liverpool, under President Pierce's administration. The Sketches are pleasant reading, and are generally entertaining. Mr. Hawthorne is evidently in love with the old English shrines which he has visited, and especially with the grand old Cathedrals; but while he looks at them with reverence and veneration, his criticisms on English life and character are intensely American in their tone and spirit. His satire, however, is genial and gentle, his wit pleasant and not pungent, and his admiration for the truly great and noble in the "old home" of his race genuine, and unaffected.

— **ARTHUR HALLAM'S REMAINS.***—Tennyson's touching poems *In Memoriam*, of his love and friendship for Arthur Hallam, has made the public familiar with the name of this gifted man. Curiosity, therefore, to learn something of the mental power and personal excellence of the youthful Hallam, has increased in proportion as the memorials of a friendship so touchingly recalled, have been read and appreciated. This curiosity will be found to be abundantly gratified in this volume of "Remains." It contains a choice selection of pieces from young Hallam's pen, both in prose and verse. It also contains interesting prefatory sketches of the brief lives of Arthur Hallam, and of his equally gifted brother, Henry Fitzmaurice, who also died young, to the inexpressible grief of their father, Henry Hallam—the distinguished author of the "Constitutional History of England," and the "Middle Ages of Europe."

— **AGASSIZ'S METHOD OF STUDY IN NATURAL HISTORY.***—M. Agassiz's fame as the eminent Professor of Natural History at Harvard University will naturally dispose the public to welcome this volume with satisfaction. It does not profess to be an elaborate treatise on Natural History. It is rather a series of interesting sketches or lectures on the subject which lately appeared in an American Magazine. The illustrations are very good, and sufficiently numerous to aid the reader in understanding the text.

— **GALA DAYS.**—By Gail Hamilton.* This volume contains a series of lively sketches of travel and personal adventure and observation, written by an American lady. There is a good deal of affected wit and current American slang in many parts of the book, yet in other parts the authoress's better nature and good sense appears. As a good specimen of American ephemeral literature the book is worth reading.

— **EYES AND EARS.**—By Henry Ward Beecher.* This is a most entertaining book, written in the author's agreeable and emphatic style. It contains many admirable criticisms on the current follies and foibles of the day, together with some lively and amusing reminiscences of the adventures of boyhood both in town and country.

— **FREEDOM AND WAR.**—By Henry Ward Beecher.* This volume contains a number of "discourses on topics suggested by the times." The sermons embody a combination of intensely Northern-Federal-American political opinions and invective against the South. They are marred by a good deal of irreverence, intolerance, and bitterness; and in our humble judgment they are utterly opposed to the Spirit of the Gospel of Peace which the author professes to preach.

— **HOSPITAL TRANSPORTS.***—"A Memoir of the Embarkation of the Sick and Wounded from the Peninsula of Virginia, in the summer of 1862; compiled and published at the request of the Sanitary Commission." This volume shows what a dreadful thing war is, stripped of its "pomp and circumstance." It reveals a most painful history of the sufferings and death of hundreds of Federals in the American Civil War, and of the efforts—vastly inadequate and fitful—made to alleviate the dreadful condition of the wounded and dying in that dreadful strife.

— **THE CANOE AND THE SADDLE.**—By Theodore Winthrop.* This volume contains a number of amusing sketches of the author's adventures with the Indians on the Pacific coast, the valley of the Columbia river, and in California. Some of the incidents are highly ludicrous, and reveal the inner life of the Indians on that part of the Continent in a very unromantic manner. Mr. Winthrop was a scion of the celebrated John Winthrop family, and bid fair to be a promising author, but his literary labours have been cut short by death—he having fallen on one of the battle fields in the American Civil War.

— **THE POET'S JOURNAL.**—By Bayard Taylor.* Mr. Taylor is better known as a traveller than as a poet, yet this is the third volume of poems

which he has published. Some of those in this volume are sweet and tender, especially those entitled "In Winter," "The Mother," and "The Song of the Camp."

— **AGNES OF SORENTINO.**—By Mrs. Harriet Beecher Stow.* Though a well written tale, full of striking incidents and sketches of Italian life, this work falls far below the pathos, the beauty, and natural, life-like scenes and pictures in "Uncle Tom's Cabin."

— **STORY OF THE GUARD.** By Jessie Benton Fremont.*—This is designed to be a memorial volume of General Fremont's mounted body-guard, during his brief campaign at the South-West. It is written by Mrs. Fremont, as her contribution towards the support of the widows or near relatives of the guard who fell in battle.

— **ON LIBERTY.** By JOHN STUART MILL.*—Mr. Mill is, without doubt the greatest writer of the present day on politico-economic subjects. His writings have a depth, a force and an originality about them which stamps them as the production of a great mind. In the present work, the author treats of the liberty of thought and discussion; of individuality, as one of the elements of well-being; of the limits to the authority of society over the individual; and, in a closing chapter, he makes important applications of the thought expressed in the previous chapters.

VIII. Educational Intelligence.

CANADA.

— **UNIVERSITY COLLEGE.**—The annual convocation took place on the 30th ult, in the Convocation Hall. A numerous assemblage of spectators were present, the major part of whom were ladies. The President of the College, Rev. Dr. McCaul, and the several Professors, all of whom were present, having taken their seats on the elevated dais, the proceedings commenced with the admission of 46 new matriculated students. Recitation of prize compositions followed; the Latin and English poets respectively on this occasion being Mr. N. McNish, and Mr. G. H. Squire. Mr. McNish had selected as his subject "Zenobia;" and Mr. Squire as his, "The Northmen in America." Both gentlemen, after reciting their compositions, were rewarded with the enthusiastic applause of their mates. —The prizes were then distributed by the various Professors to the successful competitors in their respective classes. Professors McCaul, Beaven, Croft, Cherriman, Wilson, Hineks, Chapman, Forneri, Hirschfelder, Buckland, presented the prizemen of their respective classes, and in each case accompanied the presentation of the prizes with a few words of compliment or congratulation. Dr. McCaul presented the special prizes for public speaking, English essay, and public reading, awarded by the College Literary and Scientific Society. The distribution of prizes having been completed, Dr. McCaul, as President of the College, made some closing observations, illustrative of the progress of the institution. Having traced the various changes and modifications which at last resulted in the Toronto University, and University College, Toronto, as they now existed, springing out of the original King's College, he proceeded to give figures showing the progress of University College during the ten years of its existence. Before giving these figures, however, he remarked that he should be sorry if any one supposed that he looked upon mere numbers, or the increase of numbers, as a true test of the efficiency of an educational institution. There were other and truer tests of efficiency than this. Of these, however, he would not speak, but would leave the public to judge of the efficiency of this institution by the attainments and standing of the young men whom it sent forth into the world. (Cheers.) But adopting the popular criterion of the progress of an institution, he should read the numbers who had attended University College from the commencement. Before doing so, he might explain that in this college there were two classes of students, the matriculated and the non-matriculated. In the old Universities there were none but matriculated students. Here it had been thought better to have a class of non-matriculated students, in order that those who might not wish to proceed to degrees, or who might be unable to pass the matriculation examination, might have the benefit of attending any particular course of lectures they desired. In this, they had not introduced any novelty. It had been acted on for a considerable length of time in King's College, London, and also in the University of London. For the first year, 1858, he should give no numbers, as the institution was then in a transition state. The following table showed the numbers of matriculated and non-matriculated students in the subsequent years:

* Boston: Ticknor & Co.; Toronto: W. C. Chewett & Co.; Clifton: W. E. Tunis.

	Matriculated.	Non-matriculated.	Total.
1854-55	28	82	110
1855-56	35	110	145
1856-57	37	89	126
1857-58	56	136	192
1858-59	63	105	168
1859-60	80	108	188
1860-61	129	96	225
1861-62	158	102	260
1862-63	162	120	282

(Cheers.) Looking at these numbers they found that as regarded the main strength of the establishment, the matriculated students, they had six times the number that they had in 1854. (Cheers.) Dr McCaul then spoke of its having been intended that the University and University College should be Provincial in their character, and should be open to all who were qualified to enter, without regard to their religious creed or national origin. To show that this character had been preserved, he read a table, furnished by the Registrar, classifying the 162 matriculated students of last year, according to their religious denominations, as follows:—

Church of England.....	64
Presbyterians, viz.	
Canada Presbyterian Church.....	36
Church of Scotland	15
Other Presbyterian	7
Methodists.....	26
Baptists.....	5
Congregationalists.....	3
Other religious persuasions.....	6
Total	162

Another feature of the Provincial educational institution should be, that the students were not derived from any one locality, exclusively but came from all parts of the Province. Now, an analysis with regard to residence showed that, of the 162 matriculated students, about one-fourth were permanent residents in Toronto, and the remaining three-fourths came from different parts of the Province. Having carried the statistics of the Institutions down to the present year, he might be asked what was its condition in the new term which had now commenced. He was not able yet to furnish the exact numbers, but as an indication of what were the prospects for the present academic year, it was sufficient to point to the number of matriculants who had been admitted on this occasion. (Hear, hear.) An analysis of the recent matriculant examination would more properly belong to the University than to the College, but, as the University Convocation did not take place till June, he thought it well to refer to the results of that examination now, especially as it was a matter in which great interest was taken by masters of Grammar Schools, and other teachers who prepared students for the University. At that matriculation examination, six scholarships were presented for competition in the faculty of Arts. Of these the only double—in mathematics and general proficiency—was obtained by Mewburn, a pupil of Upper Canada College. The scholarship in classics was obtained by Hill, prepared by his father, the Rev. Mr. Hill. The scholarship in mathematics, was obtained by Austin, pupil of Bradford Grammar School. The scholarships in general proficiency, were awarded to Mewburn, a pupil of Upper Canada College; to Connon, a pupil of the Perth Grammar School; to Connon, a pupil of Upper Canada College, and to Yale, a pupil of St. Catharines Grammar School. The first classes were as follows:—In classics, Hill, prepared by his father, stood first; then Connon, of Upper Canada College; Mewburn, Upper Canada College; Smythe and Taylor, both of the London Grammar School equal; Patterson, of the Perth Grammar School; and Anderson, of the Toronto Grammar School, and White, of Upper Canada College, equal. Those of the first class in mathematics were Mewburn, Upper Canada College; Austin, Bradford Grammar School; Galbraith, whose place of education was not stated; Yale, St. Catharines Grammar School; Connon, Perth Grammar School; Taylor, London Grammar School; Connon, Upper Canada College; Reesor, Markham Grammar School; Anderson, Toronto Grammar School. In History and Geography, those of the first class were, Connon, Upper Canada College; Robertson, Woodstock Grammar School; Hill, prepared by his father; Patterson, Perth Grammar School. In English, Mewburn, Upper Canada College, and Yale, St. Catharines Grammar School, equal; Connon, Upper Canada College; Mewburn, Upper Canada College. In French, Mewburn, Upper Can-

ada College; Patterson, Perth Grammar School, and Galbraith, equal; Connon, Upper Canada College, and Anderson, Toronto Grammar School, equal; White, Upper Canada College. It thus appeared that four pupils of Upper Canada College obtained 11 first places; two of London Grammar School obtained 8; one of Perth Grammar School 4; one of Toronto Grammar School, 3; one of St. Catharines Grammar School, 2; one, who had received private tuition, 2; one, whose place of tuition not stated, obtained 2; and one of Bradford Grammar School, Markham Grammar School, Woodstock Grammar School, and Beamsville Grammar School, 1 each. The only addition which he thought it necessary to make to this statement was, that in the examinations for the faculties of medicine, Connon, a pupil of the Upper Canada College, was by far the foremost. (Cheers.) Dr. McCaul concluded with some eloquent remarks on the probable future of the College, and of the Province generally. He pictured as not far distant the period when Canada would be the great highway between the East and the West, when the whistle of the locomotive would break the silence of those primeval woods which border Lake Winnipeg, when the roll of the railway car would wake the echoes which have been lying sleeping in the caverns of the Rocky Mountains, and an Inter-oceanic Railway would bind together the Atlantic and the far Pacific, passing all the way, as the shortest course, through British North America. When this was done, and when Canadians pushed on towards the west to take possession of those fertile regions, extending from Lake Superior to the Rocky Mountains, he trusted they would bear with them those characteristics which marked them now—their spirit of enterprise and habits of industry, their religion, their love of education, and that spirit of loyalty which had ever distinguished them, since the gallant band of United Empire loyalists first settled Upper Canada. And then along that whole line, co-extensive with the limits of this vast continent, would no doubt arise from many thousands of true and devoted subjects the familiar tones of "God Save the Queen," whilst at either extremity on either ocean would be heard the old strains of "Rule Britannia," attesting that our old mother still retains her maritime supremacy, that Britain still rules the wave. (Loud cheers.) Hearty cheers for the Queen, for the President and Professors, and for the ladies, terminated the proceedings.—*Globe*.

— VICTORIA COLLEGE FUND.—We are glad to notice that the fund being raised to meet the debt of Victoria College is progressing most favorably, and that Dr. Aylsworth, who has charge of the matter, is receiving encouragement, and has a fair prospect of ultimate success in his undertaking. The amount already promised, and the payment is contingent upon the entire amount being subscribed, is \$15,000. The Wesleyan body owe it to their own position in this Country to see to it that this debt is paid off, not less because of the success of an institution which is of immense value to the Church and the Country at large, as because of their own character as an intelligent and education loving community. With a membership of over fifty thousand persons, the liquidation of this debt ought not to be a matter of very great difficulty, and the fact that the usefulness of the institution must be greatly impaired by financial embarrassment should induce a decided effort for its relief.—*Peterborough Review*.

— QUEEN'S COLLEGE, KINGSTON, is about to lose the services of Professor Lawson. Dr. Lawson terminates his connection with the institution on the 1st of November, and at once proceeds to enter upon his duties in Dalhousie College, Halifax. The chair vacated by Dr. Lawson will be filled, without interruption of the course, by R. Bell, Esq.

— THE HURON COLLEGE.—The *Prototype* has it upon good authority, that the Huron College will be formally opened on Wednesday, the 2nd of December next. The Right Rev. Dr. McIlvaine, Bishop of Ohio, will deliver the opening address. To our young men who desire to study for the office of the ministry, the opening of this theological institute will be a boon. The Huron College has our best wishes for its success, and under the presidency of the Bishop of Huron, and the principalship of the Venerable Archdeacon Helmuth, it is sure to recommend itself to the people of Canada. The Governor General has appointed the Ven. Isaac Hellmuth, Archdeacon of Huron and Principal of Huron College, an additional member of the Senate of the University of Toronto.

— GENEROSITY OF A CATHOLIC BISHOP.—Dr. Guigues, Bishop of Ottawa, has presented the Catholic School Trustees of that city with two valuable building lots on which to build a great Central Catholic School. He has also undertaken to erect the school house, which is to be of brick, and to accommodate 800 pupils, costing \$4,000; he only asks the interest at 6 per cent. on that sum. The separate School taxes in Ottawa this

year are to be raised by the Board to 5 cents on the dollar. We cannot help contrasting this rate with ours in Toronto, which is only 4½d in the pound, or *one cent and three quarters* in the dollar! It is this low rate which cramps the energies of our schools and keeps them in poverty.—*Mirror*.

— **AN EXCELLENT LOCAL SUPERINTENDENT, A LIBERAL ACT.**—Captain Skene, who was appointed Local Superintendent of Schools for the township of Amherst Island in the spring of 1862, has, besides discharging the ordinary duties of his office, done much to promote the cause of education in his locality. At the end of last year he purchased, at his own expense, some sixty or seventy volumes of good books, which he awarded as prizes to the most deserving pupils in the different schools; and the township Council this year seconded his generous efforts by granting a sum of money for a like purpose. The result has been a larger attendance at all the schools; besides, what is of more importance, a wholesome rivalry among the scholars. We do not mean to say that education is in a backward state in the township, for it is at least equal to what it is in most other rural localities, though indifference in the matter may be observed in one or two sections. Some of the Trustees evince a desire to procure good schools, and they have succeeded to some extent; but if all parties would follow the example of Captain Skene, many of the obstacles which impede the school system would be removed.—*Kingston News*.

— **A NEW SCHOOL HOUSE IN ETOBICOKE.**—The new school-house in school section No. 1, township of Etobicoke, was opened on the 30th ult., in an appropriate manner. The building is superior to most common school buildings in the country. It is of brick, and is large and commodious, being constructed in the best school architecture, and it is well provided with school furniture. It is altogether one of the best in the county of York and it reflects credit upon the zeal of the trustees and the mechanical skill of the builder, Mr. D. Edgar, of Hamilton. On the day mentioned there was a large gathering of the people of the township at the opening. Mr. Edward Musson, reeve of Etobicoke, was called to the chair, and Mr. James Irwin appointed Secretary. The proceedings were opened with prayer by Mr. Pattison, after which the missionary hymn and several popular pieces of music were sung by an efficient choir led by Mr. Burgess. Then followed some creditable recitations by the pupils of the school, and after these short speeches were made by the chairman, and Messrs. Scott, Noble, Van Every, Pattison and Irwin—all of whom were listened to with much attention and pleasure. Resolutions of thanks were then unanimously passed to the trustees, the contractor, Mr. Burgess for his musical services, and to the chairman; and the national anthem having been sung the assembly separated.—*Leader*.

— **WOODSTOCK SCHOOLS—ERRATA.**—In the Chief Superintendent's Annual Report for 1862., page 139, the following errors have occurred in transcribing and printing the remarks of Henry Silvester, Esq., chairman of the Board of School Trustees: The words, "in a few places, where there are first-class teachers only, children have been educated at a less annual cost from municipal taxation than in this town, viz., \$2.21 each," should read as follows: "*in few places where there are first-class teachers only, have children been educated,*" &c. The words printed "Sylvester" and "inimicable," should have been "Silvester" and "inimical."—[Ed.]

— **DALHOUSIE COLLEGE, HALIFAX.**—The Professorship of Classics in the University of Dalhousie College, Halifax, has been conferred on Mr. John Johnson, B. A., of Trinity College, Dublin, Classical Master of the High School of McGill College. Dr. Lawson, of Queen's College, Kingston, has also been appointed to a Professorship in the same College.

BRITISH AND FOREIGN.

— **ROMAN CATHOLICS AT OXFORD UNIVERSITY.**—It is understood that at a meeting of the Roman Catholic nobility and gentry, held in England lately, the question was vigorously discussed as to the advisability of sending the youth of their families to Oxford at the approaching term. Dr. Newman strongly counselled this step, which was as strenuously opposed by others. The balance of opinion however, was in favour of the movement; and, in consequence, several Roman Catholic families are about to send their sons to matriculate at Oxford.

— **A GEOGRAPHICAL GARDEN** is being made in Paris. Mount Blanc, 15 feet high, is the *point de depart*, and the face of Europe, with real miniature seas, rivers, railways, &c., will be represented in the same proportion. The seas will have artificial tides moved by steam.

IX. Departmental Notices.

NORMAL SCHOOL FOR UPPER CANADA.

The present Session of the Normal School will terminate on Dec. 22nd. The next Session will commence on January 8th. The allowance of \$1 per week will be discontinued hereafter.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, &c. &c.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and for Public Library Books, Prize Books,* Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

✓ Catalogues and Forms of Application furnished to School authorities on their application.

NEW MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; a Map of Steamship Routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and just published under the supervision of the Educational Department for Upper Canada. Price \$6.

NOTICE TO CANDIDATES FOR GRAMMAR SCHOOL MASTERSHIPS.

The Committee of Examiners appointed by the Council of Public Instruction for Upper Canada, meets in the Normal School Buildings, Toronto, on the last Monday in June and the first Monday in January of each year. Candidates are required to send in their names to the Chairman of the Committee one week previous to the day of examination.

SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools have also been sent to the County Clerk, and will be supplied direct to the head Masters, upon application to the Clerk.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the Customs duty on copyright books, as may be necessary.

A TEACHER holding a First-Class Normal School Certificate (GRADE A.), who has taught four years, is desirous of obtaining a SITUATION.—Address (stating salary), "J. D., Teacher, University College, Toronto."
Toronto, Nov. 28th, 1863. [11a pd]

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ENGLISH NAVAL POWER AND ENGLISH COLONIES.

Anything that relates to the greatness of Britain, and especially anything that is calculated to impress upon the mind an adequate idea of her immense naval power, must be deeply interesting to Canadians. There are very few of us, of course, who are entirely uninformed upon this subject. Our people read from time to time of the great number of war vessels possessed by "the mistress of the seas,"—at every festive board throughout the empire may be heard the thrilling strains of "Rule Britannia," and "Hearts of Oak;" and seldom, indeed, do we hear a festive harangue into which is not introduced the hackneyed but grand old lines:

"The flag that's braved a thousand years,
The battle and the breeze."

But when we meet in American literature a tribute to the tremendous naval resources of the British Empire, the phenomenon is too striking to be passed over with a mere nod of hearty assent.—In the *Atlantic Monthly* we find one of the best articles upon this subject we have ever read, and from which we will take the liberty of culling a few facts, which we have no doubt will prove deeply interesting to a great majority of our readers. England possesses unrivalled facilities for naval production. From end to end, and from side to side it is one vast workshop, which receives every new invention, and seizes upon every appliance elicited by progressive science; and the ruling idea throughout is, Britain must remain supreme upon the Seas! Whether she turns her attention to the clothing of the world or the building of navies, there is no out-measuring her mechanical skill and activity. We are told that in 1857 England had 300 steam ships of war, carrying 7,000 guns, besides which she had as many more sailing ships, carrying 9,000

guns, an equal number of gunboats, besides a powerful navy connected with her East Indian Colonies—a total of 900 vessels and 20,000 guns! "What tremendous elements of naval power," says the writer, "are these! One does not wonder that the remark often made is so nearly true,—that if there is any trouble in the farthest port on the globe, in a few hours you will see a *British Bull-dog* quietly steaming up the harbor, to ask what it is all about, and whether England can make anything out of the transaction." Were these vast naval resources only employed in defending the spot of ground which now forms but the heart of the British Empire, they would be found far too great for the object desired, but Commerce is the great motive power which makes England what she is—without it she would sink into hopeless mediocrity. To protect a commerce which reaches to the ends of the earth, war ships are necessary. North, East, South, West, the noble watch-dogs must put boldly out to sea—they must cross the stormy Atlantic, plough the far Pacific, double the "Cape of Good Hope," and strike into almost unknown waters far beyond. This is what is required from the navy of Great Britain, and this is what is done.

And then comes a point of absorbing interest to British Columbia. Spread far and wide, as the ships of England are, and exposed to every vicissitude of battle and storm it is necessary that they should be able to find some friendly ports open to them, where repairs could be made, provisions secured, and most important of all, perhaps, coal laid in. Is this necessity met? Hear the writer in the *Atlantic* on the subject:

"The sagacity of England was never more clearly shown than in the foresight with which she has provided against such an emergency. Let war come when it may, it will not find England in this respect unprepared. So thickly are her colonies scattered over the face of the earth, that her war-ships can go to every commercial centre on the globe without spreading so much as a foot of canvass to the breeze.

"There is the Mediterranean Sea. A great centre of commerce. It was a great centre as long ago as when the Phœnician traversed and passing through the Straits of Hercules, sped on his way to the distant and then savage Britain. It was a great centre when Rome and Carthage wrestled in a death-grapple for its possession. But England is as much at home in the Mediterranean as if it were one of her own lakes. At Gibraltar, at its entrance, she has a magnificent bay, more than five miles in diameter, deep, safe from storms, protected from man's assault by its more than adamantine rock. In the centre, at Malta, she has a harbor, land locked,

curiously indented, sleeping safely beneath the guns of Valetta. But from Southampton to Gibraltar is for a steamship an easy six days' sail; from Gibraltar to Malta not more than five days; and from Malta to the extreme eastern coast of the sea and back again, hardly ten days' sail.

"Take the grand highway of nations to India. England has her places of refreshment scattered all along it with as much regularity as depots on a railroad. From England to Gibraltar is six days' sail; thence to Sierra Leone twelve days; to Ascension six days; to St. Helena three days; to Cape Colony eight days; to Mauritius not more; to Ceylon about the same; and thence to Calcutta three or four days. Going farther east, a few days' sail will bring you to Singapore, and a few more to Hong Kong, and then you are at the gates of Canton. Mark now that in this immense girdle of some twelve or fifteen thousand miles there is no distance which a well appointed steamer may not easily accomplish with such a store of coal as she can carry. She may not, indeed, stop at all these ports. It may be more convenient and economical to use sails a part of the distance, rather than steam. But, if an exigency required it, she could stop and find everywhere a safe harbor.

"What is true of the East Indies is true of the West Indies. England has as much power as we have to control the waters of the Western Atlantic and of the Gulf of Mexico. If we have Boston and New York and Pensacola and New Orleans and Key West, she has Halifax and the Bermudas and Belize and Jamaica and Nassau and a score more of island-harbors stretching in an unbroken line from the Florida Reefs to the mouth of the Orinoco. And if our civil war were ended to-day, and we were in peaceable possession of all our ports, she could keep a strong fleet in the Gulf and along our coast quite as easily as we could.

"But it is not simply the number of the British Colonies, or the evenness with which they are distributed, that challenges our highest admiration. The positions which these colonies occupy, and their natural military strength, are quite as important facts. There is not a sea or gulf in the world, which has any real commercial importance, that England has not a stronghold in the throat of it. And wherever the continents tending southward come to points around which the commerce of nations must sweep, there, upon every one of them, is a British settlement, and the cross of St. George salutes you as you are wafted by. There is hardly a little desolate, rocky island or peninsula, formed apparently by Nature for a fortress, and formed for nothing else, but the British lion has it secure beneath his paw.

"This is a literal fact. Take, for example, the great overland route from Europe to Asia. Despite its name, its real highway is on the waters of the Mediterranean and Red Seas. It has three gates—three alone. They are the narrow strait of Gibraltar, fifteen miles wide, that place where the Mediterranean narrows between Sicily and Africa to less than a hundred miles wide, and the straits of Bab-el-man-del, seventeen miles wide. England holds the keys to every one of these gates. Count them—Gibraltar, Malta, and at the mouth of the Red Sea, not one, but many keys. There, midway in the narrow strait, is the black, bare rock of Perim, sterile, precipitous, a perfect counterpart of Gibraltar; and on either side, between it and the mainland, are the ship-channels which connect the Red Sea with the great Indian Ocean. This England seized in 1857. A little farther out is the peninsula of Aden, another Gibraltar, as rocky, as sterile, as precipitous, connected with the mainland by a narrow strait, and having at its base a populous little town, a harbor safe in all winds, and a central coal depot. This England bought, after her fashion of buying, in 1839. And to complete her security, we are now told that she has purchased of some petty Sultan the neighbouring islands of Socotra and Kour, giving, as it were, a retaining fee, that, though she does not need them herself, no rival power shall ever possess them.

"As we sail a little further on, we come to the Chinese Sea. What a beaten track of commerce is this! What wealth of comfort and luxury are wafted over it by every breeze! The teas of China! The silks of farther India! The spices of the East! What ships of every clime and nation swarm on its waters! The stately barks of England, France, and Holland! Our own swift ships! And mingled with them, in picturesque confusion, the clumsy junk of the Chinaman, the Malay prahu, and the slender, darting bangkong of the Sea Dyak! Has England neglected to secure on a permanent basis her mercantile interests in the Chinese Sea? At the lower end of that sea, where it narrows and bends into Malacca Strait, she holds Singapore, a little island, mostly covered with jungles, and infested by tigers, which to this day destroy annually from two to three hundred lives—a spot of no use to her whatever, except as a commercial depot, but of inestimable value for that, and which, under her fostering care, is growing up to take its place among the great emporiums of the world. Half way up this sea is the island of Labuan, whose chief worth is this, that beneath its surface and that of the neighbouring mainland are hidden inexhaustible treasures of

coal, which are likely soon to be developed, and to yield wealth and power to the hand that controls them. At the upper end of the sea is Hong Kong, a hot, unhealthy and disagreeable island, but which gives her what she wants, a depot, and a base from which to threaten and control the neighbouring waters. Clearly the Chinese Sea, the artery of Oriental commerce, belongs far more to England than to the races which border it.

"Even in the broad and as yet comparatively untracked Pacific she is making silent advances toward dominion. The continent of Australia, which she has monopolized, forms its south-western boundary. And pushed out from this, six hundred miles eastward, like a strong outpost, is New Zealand; its shores so scooped and torn by the waves that it must be a very paradise of commodious bays and safe havens for the mariner; and lifted up, as if to relieve it from island tameness, are great mountains and dumb volcanoes, worthy of a continent, and which hide in their bosoms deep, broad lakes. Yet the soil of the low lands is of extraordinary fertility, and the climate, though humid, deals kindly with the Saxon constitution. Nor is this all; for, advanced from it for north and south, like picket stations, are Norfolk isle and the Auckland group, which if they have no other attractions, certainly have this great one, good harbors. And it requires no prophet's eye to see that, when England needs posts farther eastward, she will find them among the innumerable green coral islets which stud the Pacific.

"Turn now your steps homeward, and pause a moment at the Bermudas, 'the still vexed Bermoothes.' Beautiful isles, with their fresh verdure, green gems in the ocean, with airs soft and balmy as Eden's were! They have their homely uses too. They furnish arrow-root for the sick, and ample supplies of vegetables earlier than sterner climates will grant. Is this all that can be said? Reflect a little more deeply. Here is a military and naval depot, and here a splendid harbor, landlocked, amply fortified, difficult of access to strangers—and all this as near to the whole Southern coast as Boston and New York are, all this within three or four days' sail of any one of the Atlantic ports North or South. England keeps this, no doubt, as a sort of half-way house on the road to her West Indian possessions; but should we go to war with her, she would use it none the less as a base of offensive operations, where she might gather and hurl upon any unprotected port all her gigantic naval power.—*Ottawa Citizen*.

THE SEA IS ENGLAND'S GLORY.

BY J. W. LAKE.

The sea is England's glory,
The bounding wave her throne,
For ages bright in story,
The ocean is her own.
In war the first, the fearless,
Her banner leads the brave:
In peace she reigns as peerless,
The Empress of the wave.

The sea is England's splendour,
Her wealth the mighty main;
She is the world's defender,
The feeble to sustain.
Her gallant sons in story,
Shine bravest of the brave,
Oh, England's strength and glory,
Are on her ocean wave.

Thou loveliest land of beauty,
Where dwells domestic worth,
Where loyalty and duty
Entwine each heart and hearth,
Thy rock is freedom's pillow,
The rampart of the brave,
Oh, long as rolls the billow,
Shall England rule the wave.

3. LORD BROUGHAM ON THE RELATION OF COLONIES.

Lord Brougham delivered an exceedingly able address at the opening of the Social Science Congress at Edinburgh on the 7th ult. In it he referred to many subjects of great interest, handling them in that masterly manner which has ever characterized this industrious, energetic and talented nobleman. We extract from the address some remarks upon the relations between the colonies and the parent State:—Some distinguished men in the literary as well as political world have lately maintained the opinion that our colonies are only a burden, and that they give us no benefits worth the expense they entail. This is a great error, and it is not now for the first time that I so describe it. Sixty years ago, while residing here, I published a work in which the whole subject was fully ex-

amined in all its branches, and a demonstration given of the benefits, political, social, and commercial, of colonial establishments, which detailed proofs that their cost falls far short of their benefits, and that the wars ascribed to them had another origin. The book was very soon out of print, and I have always refused to allow a second edition. It might now, however, be of some use, as the information contained respecting the colonies of all nations ought to be more generally diffused. The lapse of 60 years have no doubt made great changes, and the work is to be viewed as historical with regard to the facts; but the doctrines have been confirmed by all that has happened; they are entirely applicable to the present state of affairs, and are most worthy of attention from the promoters of social science. Sixty years! ay, indeed, great indeed have been the changes which in that time have visited our race—changes which all dominions, principalities, and Powers have undergone. The destroying angel has stalked abroad in the Old World and in the New, snapping the ties that bound States and their provinces together, extinguishing old monarchies and calling into existence new, hurling mighty Sovereigns from their thrones and replacing them with humble and unknown, making revolutions and changes of dynasty no longer events that startle by their rare occurrence and terrific aspects, but to be expected in the ordinary course of affairs, and as things to which habit has reconciled us. Notwithstanding these mighty changes, all that relates to colonial policy must ever remain in this country an important subject and a practical, as long as—to use the picturesque language of Lord Erskine in his noblest oration—“the restless foot of English adventure is unceasingly encroaching on so many deserts; and the tried virtue of English character is converting them into flourishing abodes of civilized life.” So rapid has been our colonial progress, that with our Australian settlement commercial intercourse has increased ten-fold in as many years; and our duty as well as our interest is so to govern it that its inevitable independence may become only a fresh ground of gratitude, of a lasting and a hearty friendship. The origin of a colony, the similarity of character and habits, the identity of language, will always make the connexion natural if the separation be effected peaceably and amicably; and what in commercial dealings may be the changes from accidental circumstances, the tendency of emigration will always be steadily in this direction.”

4. BRITISH AND AMERICAN LIBERTY COMPARED.

Governor Seymour, of New York, made a great speech at Syracuse the other day. In the course of an argument upon the tyrannical encroachments of the Federal Government, he made the following handsome acknowledgment of the true spirit of liberty that exists under British institutions:—“The proudest Government that exists upon the face of the earth is that of Great Britain, and its proudest statesman, when he would tell of Britain’s crowning glory, did not speak of its wide spread dominions, upon which the sun never sets, did not say, as he might have done, that the beat of its morning drum made a continuous strain of music round the world. He did not speak of martial achievements, of glorious battle fields, and of splendid naval conflicts; but he said, with swelling breast, and kindling eye, that the poorest man of Great Britain in his cottage might bid defiance to all the forces of the crown. It might be frail, its roof might shake, the wind might blow through it, the storm might enter, the rain might enter; but the King of England could not enter it. All his powers did not dare to cross the threshold of that ruined tenement.* (Great cheering.)

5. REV. H. W. BEECHER ON ENGLISH MONARCHY.

At Liverpool Mr. Beecher said:—“Did I live, had I been born and bred, in England, I think there is no question that I should feel as you feel, for I say that in no other land that I know of under the sun are a monarchy and an aristocracy holding power under it, standing armed as the bulwark of the throne—in not another land so many popular benefits accruing under the government; and if you must have an aristocracy, where in any other land can you point to men so politically, but more noble by disposition, by culture, by manliness, and true Christian piety. (Applause.) I believe that monarchy and aristocracy, as they are practically developed in England, are abundantly consistent with the great doctrine of government as being for the benefit of the governed.

6. THE AMERICAN AND BRITISH TYPES OF GOVERNMENT.

In a late lecture on this subject in Toronto the Honourable T. D. McGee spoke as follows:—I have considered the problem of American example at its source, and it is one I do not feel disposed to

commend to my countrymen of Canada. For me it has the fatal defect of instability and inconstancy. (Applause.) It may be that, out of their present tribulation, the national character will consolidate and establish itself; but up to the present, whether in manners or in ideas there has not been that fixity of character, in the republic which—even supposing every thing there to be for the best—would justify any observer in proposing it as a model to other communities. The colony-bred men who founded the republic, were men with English ideas of law and Government. George Washington was quite as ceremonious in his official conduct as George III. He drove to open the first Congress with “buff and blue” liveries—postillions and foot-men; and in his carriage towards ambassadors and private citizens, he preserved all the gravity and dignity of a sovereign. As to the judicial office, from the highest to the lowest—from the decisions of the supreme court to the petty jurisdictions—the Americans of to-day have departed much farther from the ideas of their grandfathers than we in Canada have, from the English of the age of Alfred. In the legislative department of the government, new opinions, no less opposed to the old colonial wisdom have prevailed. The founders of the American system of government were statesmen who had the sagacity to see that it was essential to the stability of their new creation to combine in it the two great principles of liberty and authority. They therefore sought to lodge the principle of authority or inviolability somewhere. They had too recently suffered from the arbitrary exercise of the kingly power to place that principle in the person or office of the president. They therefore erected a tribunal of twelve judges, who should hold office for life, and from whose interpretation of the constitution or from whose decision as between individual states and the general government or as between private parties and each state, there was to be no appeal. Now that tribunal has been virtually superseded by the President, and the principle of imperial authority or inviolability is gone—probably for ever. What the end will be is a problem of the future. As to the other original of a free state, the British Constitution, it at least, will be allowed, even by its enemies, the merit of stability. As it exists to-day, it has existed for eight hundred—for a thousand years. (Applause.) I take the British constitutional system as the great original system upon which are founded the institutions of all free states. I take it as one of a family born of Christian civilization, and of the religion of that Germanic empire which breaking up transmitted it to other empires to mould for them free institutions. I take it as combining in itself, permanency and liberty—liberty in its best form, not in theory alone, but in practice—liberty which is enjoyed in practice by all the people of Canada of every origin and creed. (Applause.) Can any one pretend to say that a chapter of accidents which we can trace for eight hundred years, and which some antiquarians may even trace for a much longer period, will account for the permanence of these institutions? If you say that they have not in themselves the elements of permanency—if they have not the saving salt which preserves the formation of the government of a free state from one generation to another—how do you account for their continued and prosperous existence—how do you account for it that of all the ancient constitutions of Europe this alone remains; and remains not only with all its ancient outlines, but with great modern improvements and even alterations, but alterations made in harmony with the design of the first architects? (Applause.) Here is a form of government that has lasted with modifications to suit the spirit of the age for a period of 800 years; and here is another that has lasted 80 years, if it may not now be said to be disrupted by the exigencies of the present civil war. One has had a career of eight centuries, and the other of two-and-a-half generations. How is it that I account for the permanency of the institutions of the first? Because, in the first place, their outline plan whatever abuse or injustice may have been the occasional result of the system, they combine all that has ever been discovered in the science of government of material importance. The wisdom of the middle age and the present, political writers and those of a late day, have all laid down one maxim of government—that no unmixed form of government can satisfy the wants of a free and intelligent people, that an unmixed democracy for instance must result in anarchy or military despotism; but that form of government which combines in itself an inviolable monarchy and popular representation, with the incitements and inducements of an aristocracy—a working aristocracy, an aristocracy that took its share in the day of battle, and of toil and labor, of care and anxiety in the time of peace: an aristocracy of talent open to the people who by talent and labor made themselves worthy to enter it—was the highest problem of political science, the highest effort of the mind of man. (Applause.) Let us see if the British form, apart from any details of its practice, combines in itself these three qualities. If we hold that authority and liberty are necessary to free government—and one is as necessary as the other—then we can apply the touch-stone to this system and see whether it be true to the mechanism on which it stands. The leading principles of the British system is that the head of the state

* The great Pitt first gave utterance to this noble tribute to the inviolability of personal liberty in England.

is inviolable. It is necessary to the stability of any state that there should be an inviolable authority or tribunal, and under the British system is recognized in the maxim that "the king can do no wrong." It is necessary in any free government that there should be some quarter—either the head of the state or some other power—beyond which an appeal does not use an influence not subject to the caprice of whim, or even to the just complaint of the private citizen warring against the state. This is necessary to prevent reform becoming revolution, or to prevent local abuses becoming the source of general disorganization. Having placed the principle of inviolability there, and the principle of privilege in the peerage, the founders of the state took care at the same time that the peerage should not stagnate into a sunken well, an intolerable well, of pretension and arrogance. They left the device of the House of Lords, so to speak, with one gable—they left it open to any of the people who might distinguish themselves in war or in peace, although they might be the children of paupers, and some have been ennobled who were unable to tell who their parents were, to enter it and take their place on equality with the proudest there, who dated their descent for centuries. This inclined plane by which the people might rise to higher positions was left open; and this provision was made in order that the peerage should not stagnate into a small and exclusive caste which could neither be added to or subtracted from, except by the inviolable law of increase or decrease. It was for the people of the country, with the precedent of England and the example of the American republic before them, to decide which should be the prevailing character of our government,—British constitutional or Yankee constitutional. For his part, he preferred the British constitutional government because it was the best, and he rejected the republican constitutional government because it was not the best. (Loud applause.) He pointed out that we were now witnessing a great epoch in the world's history, and that the events daily transpiring around us should teach us not to rely too much upon our present position of secure independence, but rather to apprehend and be prepared for attempts against our liberties and against that system of government, which he was convinced was cherished by the great mass of the people of the Province. (Loud applause.)

"DEFENCE AND NOT DEFIANCE."

(NATIONAL SONG.)

The sun looks down with smiling beams
On Britain's lovely isle,
And blesses with his cheering gleams
Her hardy sons of toil;
Her sons whose sinews are of steel,
Whose hearts are true and brave,
Who ere they would to foeman kneel
Would fill the patriot's grave!
Though armed we be on land and sea,
And first in warlike science;
Our motto is, and e'er shall be,
"Defence and not Defiance!"

Our ships of war are clad in mail
And armed with weapons strong,
Can brave at sea each trying gale,
And haste like birds along;
But never shall their guns be heard
Unless in honour's cause,—
When call'd our sea girt land to guard,
Or vindicate our laws!
Though armed we be, &c.

The gory hand of war we hate,—
The carnage of the field,—
And mourn when'er compell'd by Fate
Our polish'd blades to wield:
The hand of Peace we fondly take,
And hail the joyous years
When ploughshares men from swords will make,
And pruning-hooks from spears!
Though armed we be, &c.

7. THE WRIT OF HABEAS CORPUS—ITS HISTORY AND PROVISIONS.

We purpose at this time to sketch briefly the nature and history of the Writ of *Habeas Corpus*, the most celebrated in the English law, and concerning which so much has been said of late. But first we would state for the benefit of those unskilled in legal technicalities, that a Writ, in its original signification, is a Royal writing, whereby some right, privilege, or act is authorized. Writs are either patent, directed "To all to whom these presents shall come," and have the Great Seal attached to them—or are close, directed to particular persons, and supposed to be sealed up. Among the latter are all writs issued judicially for the administration of justice.

These are issued in the Queen's name out of Chancery, or by the Judges of the Superior courts of Common Law. Such writs are either for the purpose of demanding Common rights—as those by which civil suits commence; or are *Prerogative writs* (as *Habeas Corpus*, *Certiorari*, *Prohibition* and *Mandamus*.)

From the earliest record of the English law, no freeman could be detained in prison, except upon a criminal charge or conviction, or for a civil debt. Next to personal security, the law regards, asserts, and preserves the personal liberty of individuals against all imprisonment or restraint, unless by due course of law. The language of the Great Charter (1215) is, that no freeman shall be taken or imprisoned, but by the careful judgment of his equals, or by the law of the land. And many subsequent old statutes expressly direct that no man shall be taken or imprisoned by the suggestion or petition of the King or his council, unless it shall be by legal indictment, or the process of common law. Such are the statutes of 1332, 1352, and 1355, respecting the relief of the subject from illegal confinement. Early in the reign of Charles I. the court of King's Bench, relying on some arbitrary precedents, determined that they could not upon a *Habeas Corpus*, either bail or deliver a prisoner, though committed without any cause assigned, if committed by the special command of the King or the Privy Council. The particular case on hand was the celebrated one which arose when John Hampden and four other Knights were imprisoned by order of the council, for refusing to pay the illegal tax of ship-money. The flagrant injustice, besides the acknowledged breach of at least the spirit of the law displayed in this case, brought on a Parliamentary inquiry, and produced the well-known *Petition of right*, (1627) which recites the illegal judgment and enacts that henceforth "no person shall be imprisoned or detained without cause shown, to which he may make answer according to law." The law still continued to be evaded, and it was not till 1679, that the present act was passed. "It is not to be supposed," says Hallam, "that the statute of Charles II. enlarged in a great degree our liberty, or forms a sort of epoch in our history, for though a very beneficial enactment, and eminently remedial in many cases, it introduced no new principle, nor did it confer any new right on the subject. It was not to become an immunity from arbitrary imprisonment, which is abundantly provided in *Magna Charta*, that the statute was enacted; but to cut off the abuses, by which the Government's lust of power, and the servile subtlety of the crown lawyers, had impaired so great a privilege."

The statute itself enacts, (we quote from Blackstone)—That on complaint and request in writing, by or on behalf of any person committed or charged with any crime (except treason or felony) the Lord Chancellor or any of the twelve judges in vacation, upon viewing a copy of the warrant, or affidavit that a copy is denied, shall award a *habeas corpus*, literally a writ to produce the body, for such provisions returnable immediately; and on the return being made, to himself or another judge, the party shall be discharged, if bailable, proper security being given—That the writ shall be returned and the prisoner brought up, within a limited time according to the distance, not exceeding in any case thirty days—That officers or keepers neglecting to make due returns, or not returning to the prisoner or his agent within six hours of demanding a copy of the warrant of Commitment, shall for the first offence forfeit £100, and for the second £200 to the party aggrieved—That no person once delivered by *habeas corpus*, shall be recommitted for the same offence, or forfeit £500—That every person committed for treason or felony shall, if he requires it, the first week of the next term, or the first day of the next session of *oyer and terminer*, be indicted on that term or session, or else admitted to bail; unless the Queen's witness cannot be produced at that time. These are by no means all the provisions of this important statute, but only the substance of the principal articles.

The remedies of *Habeas Corpus* are so effectual, that no man can possibly endure any long imprisonment on a criminal charge, nor would any minister venture to exercise a sort of oppression so dangerous to himself. If, however, the charge be not a criminal one, his case does not come under this statute, he must sue out his *habeas corpus* at common law. But the process is equally effective, for if the writ is not immediately obeyed, an attachment will issue. By these admirable regulations, the remedy is now complete for removing the injury of unjust and illegal confinement. A remedy, as Blackstone remarks, the more necessary, because the oppression does not always arise from the ill-nature, but sometimes from the mere inattention of government. For it frequently happens in foreign countries, and has happened in England, that persons apprehended on suspicion have suffered a long imprisonment simply because they were forgotten.

The *Habeas Corpus* has been more than once suspended in England, and recently, with respect to a certain class of offences in the United States, but our space will not at present permit us to enlarge on those events.—*Dumfries Reformer*.

8. EXTRACTS FROM DELOLME'S CONSTITUTION OF ENGLAND.

Reasons for the Relative Growth of Liberty in England and France.

In France the Royal authority was scarcely felt; the Barons could do as they pleased, and consequently when the people made any advances towards freedom, they were immediately crushed by the nobility, not by the king, on the least symptom of insurrection, and before they could unite and concert measures. But in England the case was quite different, especially in the time of William the Norman, who possessed unlimited power. In consequence of the tyrannical application of that power the Barons were roused in order to curtail that influence, and finding their own power insufficient, they were obliged to associate the people with them, and so make them partners of public liberty. This confederacy of the nobles and people forming slowly under Rufus, the 1st Henry, Stephen, and the 2nd Henry, at length broke forth in one tremendous torrent on the devoted head of John, and forced that monarch to grant that palladium of British liberty which is now the great back-work of our liberty the Magna Charta, or the great Charter.

The basis of the English Constitution is, that the legislative power belongs to Parliament alone; that is to say the power of establishing laws, and of abrogating, changing, or explaining them.

Salique Law.—By the Salic or Salique law, instituted by Pharamond, A.D. 424, females are excluded from inheriting the crown of France.

9. THE BROAD ARROW.

Many have doubtless inquired about the significance of "the broad arrow" which has been put upon the rebel rams. It indicates possession by her Majesty. The broad arrow is a government mark somewhat in the shape of an arrow head, which is stamped, cut or otherwise fixed on all solid materials used in Her Majesty's ships or dockyards in order to prevent embezzlement of royal naval stores. The mark was assumed at the time of the Edwards (when the arrow was considered the most powerful weapon of attack) as distinguishing the property of the King. To be found in possession of any property thus marked is a criminal offence punishable with a heavy fine.—*N. Y. Times.*

10. THE QUEEN'S DOMINIONS.

The colonies of Great Britain, having a population under 11,000,000, of which only 5,000,000 are whites, comprise 3,350,000 square miles, costing annually for management £3,350,000. They have an aggregate revenue of £11,000,000, and owe among them £27,000,000. They import goods to the annual amount of 60,000,000, half of which is from Great Britain; and export produce to the value of £50,000,000, of which three-fifths go to Great Britain. Adding 900,000 square miles for India, with a population of 200,000,000 and a trade of £71,000,000, it appears that the Queen reigns over nearly a third of the land of the earth, and nearly a fourth of its population.—*New York Teacher.*

II. Papers on Practical Education.

1. "CRITICISM ON GRAMMAR."*

Grammar ought to occupy a high place as a branch of instruction, as there is nothing that is apt to damage one more, educationally, whatever be his attainment in other respects, than a habitual use of incorrect language. On the other hand, what nobler accomplishment is there than in having, in all its diversity, an accurate, masterly and critical knowledge of the construction of one's mother language.

As is well known, English Grammar, as a science, is a system of principles and a collection of facts peculiar to the language—

* To Correspondents:—We have already received three additional communications from parties in reply to Mr. Ford's "Criticism on Grammar." As they are all written in a controversial style, we must decline to insert them. We would be happy to give them a place in the *Journal* were they in any other form. In their present shape, they would not fail to provoke further useless controversy. It has been the steady purpose of the *Journal* to discourage a controversial style of writing in its columns, and to seek to convey information direct rather than in the form adopted by our correspondents. Having now inserted one rejoinder on the subject, the controversy must close in our columns. Letters giving the result of a teacher's experience in teaching any particular branch of learning, or detailing some notable facts illustrative of school government and discipline, will gladly be inserted.

In Mr. Ford's communication on "Criticism on Grammar," some typographical errors occur. In the definition of number, the capital letter A ought to be "it," again, in this sentence, therefore, Murray's definition of numbers is incorrect; the word "numbers" should be *number*. "A neuter never expresses active," &c. It ought to be a neuter verb, &c. The Spelling Book Superstition has always been approved and is still used in the Normal School.

Mr. James Jarmin's ingenious illustration of a late article in the *Journal* possesses too little general interest to warrant its insertion.

Mr. O'Doherty's article on "Whispering" will be inserted in the next month's *Journal*.

common also to other languages some of them. As an art, it is a system of rules for the practical application of these principles; and the object aimed at in this study is, in the first place, an acquaintance with the facts and principles pertaining to the science; secondly, a thorough acquaintance with the application of those rules to practice; so that he who speaks and writes in accordance with these principles, speaks and writes correctly.

These principles, however, are of such a varied and debatable nature as to evoke much diversity of opinion. The latest being enunciated by the most Rev. Dr. Trench, now Archbishop of Dublin, the author of several works which should be in the hands of every student of the English language. How it occurs, however, that he can reconcile his latest amendments of the Queen's English with any known principles of grammar, it would be hard to say. Of the two sentences quoted by your correspondent in the last number of the *Journal*, the former completely negatives a standing principle in all grammars—the latter will not bear the transposition which the sense manifestly demands. How Common School candidates for teachership would fare in the hands of the Dean is a question; as has been remarked, they probably suffer enough as it is.

In a late communication it is sought to dispense with the "potential mood," among other amendments. Before, however, this could be accepted as satisfactory, it would have to be shown, that there exists such a slight difference between the assertive nature of the Indicative, and the possible nature of the potential, the chief feature of which is *power*, as to admit of their being merged into one; till this be done the potential mood must be held as inadmissible.

Lennie's definition of a neuter verb has been objected to. Besides the one given in your last number on this subject, there is another which he gives (and a safer one). A neuter verb is one which is neither active nor passive. This is very *canny* as a Scot would say, but it leaves too wide a margin to fill in, as it may be one thing or another as one may choose to argue. As to the terms "possessive adjective," "adjective pronoun," &c., such absurdities are certainly outliving their day and call for change. They are even perpetuated in some of our latest grammars. It is also advanced that one adjective qualifies another, as a pale blue flash, &c. I must differ from (not *with* as is sometimes written) those looking upon these words in such a relation. I would suggest that such words be parsed as compound adjectives, and I have no doubt they will recommend themselves as such on reverting to the mental conception of the qualities indicated by their use. Also in *the man*, *this man*, it is asked, why can "the" not be an adjective as well as *this*—so it is, and it is now customary to call it a "specifying" adjective.

In Lennie's rule, "when contingency and futurity, &c.," he has been taxed with using the very mood he wished us to avoid. So far as the particle "if" is concerned, this might appear to be so; but when we reflect that it is the "word" that gives colour to the sentence, Lennie will be found to be quite correct. This, however, is a rule of no practical value, as it is in daily use both ways by the first writers and speakers of the age. In respect to a new name for the "pluperfect" tense, as has been proposed, it must be said to need it, as the present definition fails to express the meaning which the words convey. "Prior perfect" is not inapplicable—it is certainly a decided improvement on the old one. As to the assertion attributed to Keigan, that we should have no future tense in English, as time exists all at once, it may do to speak so in the abstract, but it does not so exist to us, and it is in this relation we speak of it. Keigan's assertion, therefore, is too metaphysical to be grammatical.

In saying that the future tense would be spoiled by taking away *shall* and *will* from the principal verb, as I will go—I will to go, I see no reason for saying so, as the latter expression is exactly contained in the former; but the English language has already suffered so much abbreviation and change that we are apt to lose sight of what are the true forms of speech. In fact the latter expression is the normal state of the verb, and following it out mentally, it neither weakens the force of the language nor alters its signification, if it does at all, it is certainly in favour of the latter for strength, and it will assist in proving this to be the case when we know the German verb at the present moment is the latter, "Ich will gehen" I will to go. This again will be more conclusive when we consider the intimate relation between the Teutonic forms of speech and our own language. Again, it is said, common sense tells us there are only two genders. In parsing grammar, however, it is very convenient to have three, and farther, that if nouns are not either masculine or feminine, they have no gender at all; in that case how shall we parse *children*, *relations*, *animals*, &c.

As regards other irregularities to be complained of, I would also point out the impropriety of calling it a *personal pronoun*. This can only be defended by borrowing the Scotch Highlander's use of pronouns, who, when he had pushed his stick into the side of a black man by the way side, said, *she* *thocht she* was a timmer (he thought he was of wood). We have also a class of words called

adverbs (as, very, exceedingly pretty, &c.,) which can never be used to modify verbs. Their duty is in connection with proper adverbs; but how this entitles them to be called adverbs, I fail to perceive. We are also told in the 6th Rule of Lennie, that "one verb governs another in the infinitive mood," as "Forget not to do good," the verbal noun to do being the object of the verb *forget*. This cannot be the case—and the absurdity will be more apparent if the infinitive be preceded by a *passive* verb, which never takes an object after it. In all such cases, *for* is necessary as the governing word, a form of speech which, though now nearly obsolete, is to be found in the Scriptures, is still used in many parts of England and Scotland, and by many comparatively modern writers. In such a sentence as, "he is able," there is much difference of opinion as to how it should be parsed. Some say *able* qualifies *he*—others, *is able*, is the verb or *able* an adverb. In this (and all such cases) Mulligan says, rationally I think, that *able* is an *adverb*, *completing* (not modifying) the verb *is*. The best way perhaps is to take it as it is in the Latin, *potest*, which expresses in one word what is equivalent to our three, and call "is able" a verb.

As an example of American philology, Barrett on the languages is a book which has been extensively hawked about the province lately. In this one volume he proposes to teach six languages. As an example of the English, let me quote only from one instance. He takes Lennie's examples,

And fortune smiled *deceitful* on her birth, and
I, cheerful, will obey.

And asserts that *deceitful* is an *adjective* qualifying fortune, and that *cheerful* is an *adjective* qualifying I, and exultingly exclaims, "We think Mr. Lennie hath unjustly traduced the poets," (in calling them adverbs), because are not these words adjectives? Most assuredly they are—beyond dispute; and when learned grammarians thus contradict themselves, we think their principles must be at fault. Readers can draw their own conclusions between the faultiness of Lennie's principles and Barrett's Logic. W. C. Fowler, Professor of Rhetoric in Amherst College, in his work on grammar, also says, it is quite correct grammar to say "whom did you give it," "whom is it due," &c., for, "to whom," &c; also, to insult over a person.

I trust, with your former correspondent, that this matter will be taken up in some proper quarter, and result in an improvement. Should our reading books also share in the change, a thing much to be desired, let us hope they will be more welcome to our class-rooms in the matters of punctuation, spelling, grammar and syllabication than those now in use.

Preston, Nov. 29th, 1863.

ROBERT BLACKWOOD.

2. ENGLISH GRAMMAR—WHAT SHOULD WE REQUIRE IN A TEXT BOOK?

Example is better than precept. And since it is, at least, a part of the office of an English Grammar to teach how to write the English language, the first thing to be required of a Grammar is that it be written in good English: a book that is not so written should be allowed no place in the schools.

Our second requisition is, that the definitions and rules be elegantly, fully, concisely, precisely expressed. They should also be expressed in the simplest language that is applicable to the subject, if it also meet the other requirements; but no word of doubtful propriety should be admitted because it seems simple. The writer of text-books is bound first to the exact truth, next to simplicity.

Thirdly, in a Grammar due prominence should be given to the inflections of the language. These are, indeed, few in English; but are not unimportant. All necessary paradigms should be fully given; and all needful rules for the formation of the plural and of the passive of nouns, and for the comparison of adjectives should be likewise clearly given; also the signs of moods and tenses, so far as there are determinate signs, should be distinctly stated; and so, too, the composition of the several forms of the verb.

In the fourth place, inasmuch as the Grammar is adapted to teach two things, interpretation and composition, it should furnish and require exercises directed to this end. The best forms of these exercises every good Grammar must clearly and fully illustrate. In regard to composition some exercises, such as the filling of sentences partially written out, building of sentences on given words, have been found to be of so great value that no Grammar can be considered complete, which does not illustrate them.

Fifthly, that cannot be a good Grammar in which a wide distinction is not made between principles and methods. Many a Grammar is worthless because of a failure to make such distinction. Good methods are of great value, yet methods are not the essential substance of Grammar, while principles are the essential substance of it. Principles have life in themselves, methods have not. Principles are like seeds which germinate, grow and bear fruit; methods

are but trodden ways, very useful to such as must walk in them, but in themselves very barren.

Sixthly, in a good Grammar the more important principles must be distinguished from the less important. Such distinction, when made, is most easily represented to the pupil by means of different type. Such distinction and such arrangement enable the pupil to see at a glance what he needs first to learn, and help him to go on with the acquisition of what is most important, unhindered, and yet without danger of feeling that there is nothing beyond these his first attainments.

I would insist on these six things in selecting a Grammar for the youngest classes. In a book for more advanced pupils, I would look for three things more.

First, an article on composition, showing how something may be thought and said about a simple object, if one has eyes to see and hands to feel it. These lessons should teach how to observe and to record what is observed; that is, they should be what are in the best sense, object lessons.

Secondly, a Grammar for advanced classes should contain a sufficiently extended and accurate article on punctuation. In many of our Grammars this subject is treated so briefly that what is said of it is of no real practical service, as the rules given will break down, whether applied to the author's own practice, or to the selections used as parsing lessons. To account for the punctuation of a sentence, is a very convenient and usually a very satisfactory general analysis of the sentence; while the ability to punctuate what is written is very useful.

Thirdly, a good Grammar for advanced classes should contain an accurate and full article on Rhetorical Figures, for few exercises are better calculated to promote at the same time a careful study of words in their relations to each other, and in their individual, primitive meaning and history, than the determination and explanation of the figures of Rhetoric in such extracts from our best authors as usually constitute our parsing lessons.—E. C. in *Vermont S. Jour.*

3. SCOTLAND GRAMMAR SCHOOL SPELLING MATCH.

We are glad to learn that the experimental Geographical and Spelling Match, which the managers of the Scotland Grammar School proposed to make (and to which we referred in a recent number of the *Journal*) has been satisfactorily made. A correspondent informs us that so engrossed were the competitors in spelling that the geographical part of the match had to be postponed. After a keen competition the following were declared winners of the prizes: John Allan, of Richwood, 1st prize; Thaddeus Malcolm, Lucina Malcolm, and Charlotte Hay, of Scotland, 2nd, 3rd, and 4th prizes, respectively. We hope this experiment will be repeated with increased success.—[Ed. J. of Ed.]

JOURNAL OF EDUCATION,

Upper

Canada.

TORONTO: DECEMBER, 1863.

* Parties in correspondence with the Educational Department will please quote the number and date of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases where so many letters are received (nearly 1,000 per month) on various subjects.

ANNUAL SCHOOL MEETING, 13TH JANUARY, 1864.

For the convenience of all parties concerned we insert the provisions of the law relating to the Annual School Meeting to be held throughout Upper Canada, on the thirteenth of January, 1864.

(Extracts from the Consolidated Common School Act, with notes.)

Annual Election on the Second Wednesday in January.

3. The annual meetings for the election of school trustees, as hereinafter provided, shall be held in all the cities, towns, townships and villages of Upper Canada, on the second Wednesday in January [13th, 1864,] in each year, commencing at the hour of ten of the clock in the forenoon.*

* The Act of 1860 further enacts, that: 4. The poll at every election of a School Trustee or Trustees shall not close before eleven of the clock in

Chairman and Secretary to be appointed at Meeting.

9. The [assessed] freeholders and householders, of such school section then present, shall elect one of their own number to preside over the proceedings of such meeting, and shall also appoint a secretary, who will record all the proceedings of the meeting.

Duties of the Chairman.—His casting vote.

10. The chairman of such meeting shall decide all questions of order, subject to an appeal to the meeting, and in case of an equality of votes, shall give the casting vote, but he shall have no vote except as chairman.

Mode of recording votes at School Meetings.

11. The chairman shall take the votes in the manner desired by a majority of the electors present, but he shall at the request of any two electors, grant a poll for recording the names of the voters by the secretary.

*Copy of proceedings to be sent to the Local Superintendent.**

14. A correct copy of the proceedings of such first and of every annual and of every special school section meeting, signed by the chairman and secretary, shall be forthwith transmitted by the [chairman] to the local superintendent of schools.†

A School Trustee to be annually elected in each Section.

15. A trustee shall be elected to office at each ensuing annual school meeting, in place of the one whose term of office is about to expire: and the same individual, if willing, may be re-elected; but no school trustee shall be re-elected, except by his own consent, during the four years next after his going out of office.

Mode of Proceeding at Annual Meeting.

16. At every annual school section meeting in any township, as authorized and required to be held by the third section of this Act

the forenoon, and shall not be kept open later than four of the clock in the afternoon; In School Sections the poll shall close on the same day the election is commenced.

* A report in the following form should be sent to the local superintendent:

_____, 186—, [— Post Office.]

SIR,—In conformity with the fourteenth section of the Upper Canada Consolidated Common School Act, we have the honour to inform you, that at a meeting of the [resident assessed] freeholders and householders of School Section No. —, in the Township of —, held according to law on the — day of —, [Here insert the name or names or address of the person or persons elected] — chosen School [Trustee or Trustees] of said Section.

The other business transacted at the meeting, of which due notice was given, was as follows:—[Here insert it.]

We have the honour to be, Sir,
Your obedient servants,

To the Local Superintendent of Schools
For the County or Township of —

D. E. Chairman.
F. A. Secretary.

NOTE.—The Trustees elected must be resident assessed freeholders or householders in the Section for which they are elected.

The twenty-fifth section of this Act authorizes Local Superintendents to investigate School Election complaints within twenty days after the Election.

† The School Act of 1860 further enacts that: [19. Any chairman who neglects to transmit to the local superintendent a copy of the proceedings of an annual or other school section meeting over which he may preside, within ten days after the holding of such meeting, shall be liable, on the complaint of any ratepayer, to a fine of not more than five dollars, to be recovered as provided in the one hundred and fortieth section of the Upper Canada [Consolidated] Common School Act aforesaid.

NOTE.—The omission on the part of the chairman to transmit this notice, does not invalidate the proceedings of the meeting itself, but it renders him liable to a fine for neglect of duty.

the [resident assessed] freeholders and householders of each section present at such meeting, or a majority of them.

Appointment of Chairman and Secretary.

(1) Shall elect a chairman and secretary, who shall perform the duties required of the chairman and secretary, by the tenth and eleventh sections of this Act [and also by the thirteenth section of the School Act of 1860.]

Trustees' Financial Report to be submitted.

(2) Shall receive and decide upon the report of the trustees as required by the twenty-first clause of the twenty-seventh section of this Act.

Annual Election of School Trustees.

(3) Shall elect a [resident assessed] trustee or trustees, to fill up the vacancy or vacancies in the trustee corporation;* and

To decide on the manner of supporting the school for the year.†

(4) Shall decide upon the manner in which the salaries of the teacher or teachers, and all other expenses connected with the operation of the school or schools, shall be provided for.

Auditors' Report to be received.

(5) The eighth section of the School Act of 1860 also provides that the meeting shall receive the report of the auditors of school section accounts for the previous year, and dispose of the same.

School Section Auditor to be appointed.

(6) Shall appoint an auditor of the school accounts of the section for the current year.

[The seventeenth section has been superseded by the third section of the School Act of 1860, as follows:]

Who are legal Voters at School Meetings.

3. The seventeenth section of the Upper Canada Common School Act, sixty-fourth chapter of the Consolidated Statutes for Upper Canada, shall be amended so as to read as follows:—No person shall be entitled to vote in any School section for the election of Trustee or on any School question whatsoever, unless he shall have been assessed and shall have paid School rates as a freeholder or householder in such section; and in case an objection be made to the right of any person to vote in a School section, the chairman or presiding officer at the meeting shall, at the request of any ratepayer, require the person whose right of voting is objected to, to make the following declaration:

* See eighteenth section of the School Act of 1860, and the twenty-fourth section of this Act.

† It belongs to the office of Trustees to estimate and determine the amount of the teacher's salary and all expenses connected with the school; but it appertains to the majority of the resident assessed freeholders and householders of each School Section, at a public meeting called for the purpose, to decide, as authorized by the one hundred and twenty-fifth section of this Act, as to the manner in which such expenses shall be provided for, whether (1) by voluntary subscription; (2) rate bill in advance, of twenty-five cents (or less) per calendar month, on each pupil attending the school; (3) rate on property. But as the Trustees alone, as authorised by the fourth, fifth, sixth, eighth and twelfth clauses of the twenty-seventh section, determine the amount required for the support of the school, which they are required to keep open at least six months of the year, they are authorized by the tenth clause of the same section, to provide the balance, including all deficiencies, by a rate upon the property of the section, should the vote of the annual meeting not cover all the expenses of the school (over and above the cheques for the School Fund) or should the annual meeting omit or refuse to provide a sufficient sum. But for all the money received and expended by them, the Trustees must account annually to the School Section auditors, as prescribed in the eighth section of the School Act of 1860.

Form of Declaration required from School Electors.

"I do declare and affirm that I have been rated on the assessment roll of this School section as a freeholder (or householder, as the case may be), and that I have paid a public School tax due by me in this School section imposed within the last twelve months, and that I am legally qualified to vote at this meeting."

Penalty for making a false declaration.

Whereupon the person making such declaration shall be permitted to vote on all questions proposed at such meetings; but if any person refuses to make such declaration his vote shall be rejected: And if any person wilfully makes a false declaration of his right to vote, he shall be guilty of a misdemeanor, and upon conviction, upon the complaint of any person, shall be punishable by fine or imprisonment in the manner provided for in the [following eighteenth and the one hundred and fortieth section of the] said Upper Canada [Consolidated] Common School Act.

18. If any person wilfully makes a false declaration of his right to vote, he shall be guilty of a misdemeanor, and be punishable by fine or imprisonment, at the discretion of the Court of Quarter Sessions; or by a penalty of not less than five dollars, or more than ten dollars, to be sued for and recovered with costs before a Justice of the Peace, by the trustees of the school section, for its use.

Separate School Supporters not to vote at Common School Meetings.

19. No person subscribing towards the support of a separate school established under the Act respecting separate schools and belonging to the religious persuasion thereof, and sending a child or children thereto, shall be allowed to vote at the election of any trustee for a common school in the city, town, village, or township in which such separate school is established.

Penalty on Trustees for not calling certain School Meetings.

21. In case any annual or other school section meeting has not been held for want of the proper notice, each trustee or other person whose duty it was to give such notice, shall forfeit the sum of five dollars, to be sued for and recovered before a Justice of the Peace, by any resident inhabitant in the section for the use thereof.

Meetings to be called in default of first or Annual Meetings.

22. In case, from the want of proper notice, any first or annual school section meeting, required to be held for the election of trustees was not held at the proper period, any two freeholders or householders in such section may, within twenty days after the time at which such meeting should have been held, call a meeting by giving six days' notice, to be posted in at least three public places in such school section; and the meeting thus called shall possess all the powers and perform all the duties of the meeting in the place of which it is called.

** Form of Notice of an Annual School Section Meeting to be given by two qualified electors.**SCHOOL NOTICE.*

The Trustees of School Section No. —, in the Township of —, having neglected to give notice of the Annual School Section Meeting, as prescribed by the twentieth section of the Upper Canada Consolidated Common School Act, the undersigned hereby give notice to the freeholders and householders of the said School Section, that a public meeting will be held at —, on — day, the — day of —, at ten o'clock in the forenoon for the purpose of electing a fit and proper person as trustee, as directed by law.

Dated this — day of —, 186—.

A. B. } *Qualified Electors*
C. D. } *School Section No. —.*

NOTE.—The mode of proceeding at a School Meeting thus called, is prescribed in this Act. This meeting may also be called by the local superintendent. See second clause of the twenty-fifth section of this Act.

Penalty for refusing to serve as Trustee.

23. If any person chosen as trustee refuses to act, he shall forfeit the sum of five dollars; and every person so chosen who has not refused to accept the office, and who at any time refuses or neglects to perform its duties, shall forfeit the sum of twenty dollars, to be sued for and recovered before a Justice of the Peace, by the trustees of the school section for its use, as authorized by the one hundred and fortieth section of this Act.

Trustee may resign—Absence a forfeiture of office.

24. Any person chosen may resign with the consent, expressed in writing, of his colleagues in office and of the local superintendent.

*Mode of proceeding in contested Elections in School Sections.**25. Each Local Superintendent of Schools—*

(1) Shall, within twenty days after any meeting for the election of common school section trustees within the limits of his charge, receive and investigate any complaint respecting the mode of conducting the election, and according to the best of his judgment confirm it or set it aside, and appoint the time and place for a new election; and may—

(2) In his discretion, at any time for any lawful purpose, appoint the time and place for a special school section meeting.

*IV. Papers on the late Lord Elgin.**LORD ELGIN.—IN MEMORIAM.**

With feelings of profound sorrow we insert in this closing number of the sixteenth volume of the *Journal of Education* (the establishment of which he sanctioned) a tribute to the memory of one of the ablest Governors that ever represented British Sovereignty on this continent.

Those who take an interest in public education in Canada, will remember with what eloquence and zeal Lord Elgin per-

** The School Act of 1860 further enacts:*

11. No person shall be eligible to be elected or to serve as school trustee who is not a resident assessed freeholder or householder in the school section for which he is elected; nor shall any teacher or local superintendent hold the office of trustee; and a continuous non-residence of six months from his school section by any trustee, shall cause the vacation of his office.

† The School Act of 1860 further enacts:

18. Every person elected as trustee, and who is eligible and liable to serve as such, shall make the following declaration of office before the Chairman to the School Meeting:

"I will truly and faithfully, to the best of my judgment and ability, discharge the duties of the office of School Trustee, to which I have been elected."

Fine for default or in case of neglect to make declaration:

And if any person elected as trustee shall not make such a declaration within two weeks after notice of his election, his neglect to do so shall be sufficient evidence of his refusing to serve, and of his liability to pay the fine, as provided for in the [preceding] twenty-third section of the said Upper Canada [Consolidated] Common School Act.

‡ The School Act of 1860 further enacts that:

13. It shall be the duty of a local superintendent of schools to receive, investigate, and decide upon any complaints which may be made in regard to the election of school trustees, or in regard to any proceedings at school meetings: Provided always, that no complaint in regard to any election or proceeding at a school meeting shall be entertained, unless made in writing within twenty days after the holding of such election or meeting.

* Before receiving the lamented news of Lord Elgin's death, we had marked for insertion in the *Journal* an account of his dedication of the Memorial Cross at Cawnpore early in the year. It will be found on page 187. On that occasion he significantly referred to the early death of his predecessors. It is a sad and striking coincidence that Lord Elgin was the successor both in Canada and India of several Governors who had died one after another either while in office or immediately after having resigned it to go to England. It is melancholy to think that Lord Elgin himself, while in the prime of life, should so soon have followed these departed statesmen.

sonally sought to promote, in every way in his power, its successful establishment in the Province during his period of office. His addresses and speeches on any subject on which he addressed the public were always chaste and elegant, but on the subject of popular education, or any kindred topic, he always expressed himself in language peculiarly forcible and appropriate. His speech at the laying of the foundation stone of the Upper Canada Normal School in July, 1851, and at the Provincial Exhibition at London in 1854, are illustrative of this.

It is now nearly ten years since the departure of Lord Elgin from among us. In connection with these references to him, we feel that we cannot pay a better tribute to his memory than to reproduce from the *Journal* of that date the remarks which we then made on the occasion of his retirement from the government of Canada:—

“**LORD ELGIN AND EDUCATION IN UPPER CANADA.**”

“One of the certain signs of the progress and general appreciation of education in a country under a system of popular government, is the voluntary, and, as it were, unofficial attention which it receives from public men. That attention is the dictate of a noble patriotism, which prompts a public man to regard every thing connected with his official position as a trust to be employed for the good of his country; it is also a spontaneous and practical homage to public conviction and feeling on a subject of all others the most vitally connected with the highest advancement and welfare of a people. The increased interest felt and evinced by public men in the Educational Institutions and progress of the country, is one of the many gratifying and encouraging indications of its real and rapid prosperity. The names on the Visitors’ Books in the Normal and Model Schools, at Toronto, afford ample illustration of this fact; and the references to our educational interests in addresses of associations and speeches of individuals, on almost all public occasions, indicate a growing and wide-spread conviction on the subject.

“**HIS EXCELLENCY** the Earl of ELGIN and KINCARDINE stands conspicuous as well by his example as his position, in the lively interest which he has shown in the educational advancement of this country. Filling as he has done for several years, the highest place of trust and power, he may justly claim the distinction—and a high one we think it is—of being the first Governor of Canada who has identified himself *personally* as well as officially *throughout his whole administration* with the general education and intellectual improvement of the people of Canada. The first bill to which His Excellency assented in **HER MAJESTY’S** name after the removal of the seat of Government to Upper Canada, 1850, was the School Bill which constitutes the legal charter of the Educational system; he afterwards laid the corner stone of the Normal School Buildings, accompanying the act with one of his most eloquent and powerful speeches on the subject of our system of education; and one of His Excellency’s last acts in Toronto has been to visit those buildings when completed, and witness and express his satisfaction with the several departments of the system therein conducted.

“We subjoin the report of the remarks made by **HIS EXCELLENCY** on the subject of education and our Educational Institutions during his recent tour in Upper Canada. The preservation in this form of **LORD ELGIN’S** addresses and extracts of addresses is desirable; and we are sure they will be read and re-read with interest. We hope the striking remark of His

Excellency, that “Township and County Libraries are becoming as the crown and glory of the Institutions of the Province,” will be adopted as the motto of the people of Upper Canada.

“In reply to the addresses presented to His Excellency by the Municipal Council of the Town of London, Lord Elgin remarked:—

“When I look to all that has occurred during the few years of my residence in this country; when I remember that your revenue has increased from £400,000 to from £1,200,000 to £1,500,000 a year; that your imports and exports have increased in the same ratio; that we are beginning to have an ample net work of railway extended over the country; and that the productions of Canada are now to be admitted duty free to that market which is to you the most important market in the world. (Cheers.) When I look to these circumstances, and when I remember that your educational system is expanding itself so nobly;—within these few months a member of the Imperial Parliament shook me by the hand at the railway station, and said, ‘I have been at your Normal School, and I assure you we have nothing like that in England.’ (Cheers.) When I remember the progress your educational system has made and is still making; and that *Township and County Libraries are becoming as the crown and glory of the Institutions of the Province*—when I remember, too, that out of that chaos of rules, ill-defined and half-understood, an impartial and well defined constitution, which might be termed the charter of Canadian liberty, has sprung,—when I claim that out of all that has grown from that beautiful and graceful structure of Canadian liberty, which England and America may justly be proud of, I can only refer it to the simple, straightforward, plain-sailing policy I have felt it my duty to pursue. (Great applause.) It is true, gentlemen, that in your address you allude to times of difficulty. It is right that times of difficulty should be referred to, for it is by the manner in which we deal with difficulties that we fit ourselves to deal with prosperity and happiness. But it is only for that lesson we are to look back to difficulties. God forbid! that we should ever look back to them to cherish feelings of bitterness or uneasiness towards the authors of these difficulties. (Cheers.) When the Canadian farmer finds himself comfortably housed in his frame worked building with his spacious farm alongside of him, and his fields surrounded with good fences, and waving with yellow crops, all the vestiges of the old forest removed, except here and there an old pine stump which stands as a tombstone to remind him of former generations of heroes that have passed away—when he looks to that and sees his sons and daughters settled comfortably around him, I wonder whether it is with feelings of regret that he looks back to that early period when he first marched into the forest and put the torch to the stately oak, and girded the majestic maple, and rolled together the logs to make a house for himself and family to shelter them in winter. When he looks back to those days as the infancy of a glorious manhood, will he not tell those who remind him of the mists and clouds that hung around the dawn of the prosperity of Canada, that these mists and clouds were after all, but the garb of the morning, the harbingers and heralds of a bright and glorious day.” (Great applause.)

“In reply to a toast at the dinner given to Lord Elgin by the Corporation of Kingston, His Excellency, having referred to a certain class of objectors, remarked:—

“I greatly fear that these worthy persons will discover to their cost that it sometimes rains when they would wish it to be fair—that the wind occasionally blows from the East when they would prefer a zephyr, and what is worse, that Parliamentary majorities, from time to time, say ‘aye,’ when they would have them say ‘nay,’ even after the time shall have arrived when a solitary sign-post dangling here and there before the door of a village tavern, is all that remains to remind Canadians of Lord Elgin. Perhaps, indeed, there may be some with whom the disease is incurable—who, when they teach their children the history of their country, will instruct them in this wise:—‘Mark well,’ will they say to them, ‘the period comprised between the years 1846 and 1855, for it was a memorable period in the history of your country. During that period your revenues rose from four, to twelve or fifteen hundred thousand pounds a year. Your commerce increased in a corresponding ratio. Your magnificent common school system was extended and consolidated. It was in 1847 that the Normal School (the seed-plot of that system,) was established. The risk of armed collision in your internal affairs on the part of Great Britain or of sympathizers from the United States was expunged from the category of possible contingencies, because both England and America had learned to respect you as a people enjoying free institutions and knowing how rightfully to use them. Mark well then and digest carefully the history of that period; but remember that you never close the review without bestowing a hearty malediction upon that individual who was then charged by his Sovereign with the administration of your affairs, and who laboured (God knows how zealously) to achieve these results.’ (Loud and continued cheers.) There will be few, I confidently believe, to teach such a lesson, and fewer still, if it were taught, to receive it; and therefore, gentlemen, I cannot divest myself of a certain faint and glimmering hope—nay, to that hope, in this hour of despondency and regret at my approaching departure, I cling as to a sheet anchor. I cannot, I say, divest myself of a faint and glimmering hope that there may be some meaning in the allusion just now made by His Wor-

ship the Mayor to what fell from me at London, and that at some future day I may be among you again. (Tremendous cheering.) At any rate, of this you may be assured, that whenever Canada wants a friend, she will have a humble, but, to the extent of his ability, a zealous and faithful friend in Lord Elgin."

THE EARL OF ELGIN AND KINCARDINE.

From the London Times.

The public will learn with the deepest sorrow and anxiety that news of the death of Lord Elgin has been received. The public must therefore be prepared for the loss of one of the most able public servants that the country possesses.

Lord Elgin, who left us but the other day to relieve the dying Lord Canning, as the latter relieved the dying Lord Dalhousie, will in all probability never again see the land of his birth, or enjoy the honors and rest which should be the recompense of his great services. It is, indeed, a dreadful price that we pay for an Asiatic Empire. Whether the constitutions of men in these days, or their previous habits of life are less fitted to a tropical climate, or whether it be that the work and the responsibility are more oppressive than of yore, there has certainly been a mortality among the chiefs of the Indian Administration which is enough to deter men of eminence from attempting it. Every mail brings us the tidings of some one breaking down; of some one retiring for a time, or resigning altogether, on the ground of ill health; and besides the two former Governors-General whom we have mentioned, there is also Lord Elphinstone, who, in scarcely lower posts at Madras and Bombay, showed great administrative abilities, and was snatched away in the full vigor of youth.

The country has thus lost the third of a remarkable list of men, who, after having governed India with transcendent brilliancy and success, have been removed without having an interval granted them to repose in the greatness they have achieved. Lords Dalhousie, Canning and Elgin, were almost of an age; they were all at Christ Church together, and entered public life about the same time. Lord Dalhousie, at an unusually early age, was placed at the head of the Indian Empire, and governed with an ability and spirit which must be acknowledged even by those who look upon some of his measures as unjust and in their result calamitous. He returned home to linger and die, and was succeeded by Lord Canning, who, going to India with the hope of passing his term of service in the furtherance of peaceful prosperity, found himself engaged during the greater part of his reign in suppressing the most formidable insurrection in modern annals. Lord Elgin succeeded him with the general approbation of the country, founded on his able services in other departments. In 1842 he was made Governor of Jamaica, and was promoted in 1846 to the Governor Generalship of British North America, where he carried through the well known reciprocity treaty with the United States, which has been the source of such benefits to Canada. Lord Elgin's services during his missions to China are so recent and so well known that we need hardly recall them to the memory of our readers. In the spring of 1857 he was sent to the East, and though the Indian mutiny delayed operations for a time, he did not leave China until he had not only signed a treaty with the Imperial Commissioners at Tientsin, but had also broken the spell of Japanese Isolation, and, entering the harbour of Jeddo, surprised the Government into consenting to intercourse with the European world. His second embassy to China was as successful as the first; the capture of Peking was followed by the treaty of October, 14, 1860, and the way opened to that extended commerce which promises to bring the Chinese Empire under the influence of European civilization.

These eminent services pointed out Lord Elgin for the most splendid viceroyalty under the Crown, and he proceeded to the East, for the third time, to relieve Lord Canning as Governor-General of India. We believe he had suffered from heart-complaint; and though he took great care of his health, particularly avoiding the heat of the sun, it was this malady which, assuming an acute form, prostrated him with the illness which has ended fatally. The Governor-General was in the North-West Provinces; he had passed the hot season at Simla, had lately been traversing some elevated tracks in the Himalayas, and had, it is said, a few days before his illness ascended to a point 13,000 feet high. It may be that this exertion was too much for a constitution, though apparently good, had suffered somewhat from repeated residence in hot climates. Lord Elgin, who was to meet Sir Hugh Rose at Lahore, was taken, it appears, suddenly and dangerously ill, and breathed his last on the 20 ult.

So falls another of the able and patriotic men by whom the empire of England has been founded and maintained. It may be some consolation to a man to know that he dies serving his country; but, on the other hand, it is bitter for him to feel that he is cut off when only in middle age, with his work half undone, and the happy pros-

pects of public prosperity and private honor clouded for ever. Lord Elgin was not destined to see the full consequences of his courage and ability in China, nor the development of Indian prosperity under his peaceful rule.—To successors we must leave the carrying out of the changes which he began, and there can be no greater disappointments to an active and ambitious spirit. It is strange to reflect that not a single Governor General remains alive, except Lord Ellenborough, who went out two-and-twenty years ago. Lord Auckland has been long since dead, Lord Hardinge is dead, the Marquis of Dalhousie and Lord Canning have both been carried to early graves. Lord Elgin, follows then at the age of 52, leaving the great but fatal prize of the official world once more in the gift of the Premier, who has seen so many recipients of it pass away.

LORD ELGIN.

(From the Toronto Globe, December 25th.)

We lately copied from the *Times* so full a record of the recent public services of this late lamented nobleman, that it is not necessary to dwell upon them here. We cannot allow the opportunity to pass, however, of saying a grateful word on behalf of a true friend of Canada. The English journals which have spoken of Lord Elgin's career have a very incorrect conception of his work in this country, though they rightly award it praise. There can be no question that he was the best administrator of public affairs ever sent to represent the Crown in Canada. He possessed in a very high degree that description of intellect which enables a man to appreciate the position and feelings of a community. He not only knew and understood individuals, but also classes of men. He delighted in social intercourse, and never showed to so much advantage as when he was addressing a mixed multitude, whom he had never seen before, but of whose feelings and prejudices he seemed to be, as by intuition, thoroughly aware. Many of our readers will recall occasions, during his career in Canada, when he crossed the border, and being cordially welcomed by our neighbours, he paid them by speeches which, while thoroughly appropriate to his own position, were calculated to gratify every instinct and feeling of the American mind, and to send the audience away intensely pleased with themselves, the orator, and the world at large. And this was accomplished by no gross flattery, but with a tact and skill so easy, and natural as to be invisible to the ordinary observer. Many readers will recall the Boston railway celebration, when, amidst all the great speakers that New England could assemble, Lord Elgin bore away the palm, the chief personage of that immense gathering in oratory as well as rank and breeding.

Lord Elgin possessed a sound judgement, much knowledge of affairs, and, as we have said, a great natural and acquired capacity for oratory; but it was his knowledge of mankind, and skill in dealing with them, which made him so good a constitutional ruler of a colony. In Canada we do not want as Governor a man of letters like Sir Edmund Head, or a determined and original organizer like Sir Charles Metcalf. We do not want a pedagogue, either, to teach or to drive us. The qualities of a diplomatist are what is needed, but a diplomatist who has lived in countries gifted with constitutions, accustomed to straightforward, honourable dealing, and averse to intrigue. Lord Elgin had all the abilities of a diplomatist as he showed afterwards in China and Japan. He was as much at home in dealing with a Mandarin at Peking as addressing a meeting of persons in the back woods of Canada.

Like most men of his class in Britain, Lord Elgin had a leaning towards Conservatism. Doubtless he considered that the *status quo* in the mother country was as near perfection as could be desired. But his Conservatism did not take the shape of applying one rule to all countries and to all positions. He was a thorough free-trader, accepting in all their fulness the doctrines of Sir Robert Peel, and believing them to be the chief agents in promoting the greatness of Britain. And he thoroughly appreciated the fact that it was impossible to apply rules to Canada which answered admirably in Britain. He would have laughed at the idea of introducing an aristocracy into Canada, if any one had been absurd enough to suggest it to him. He knew the country, and the men who inhabit it, too well to conceive that such a scheme was practicable. He also appreciated thoroughly the relations of Canada towards the United States. He saw that the safety of the Province as a dependency of Britain rested on the cultivation of good feeling with the Republic, that spiteful railing and boorish non-intercourse would produce quarrels between the two countries, and discontent among large sections of our own people. He was aware that neither commercial nor social intercourse with the Americans would in any way weaken the attachment of Canadians to the mother country, and he was far above permitting national prejudice to interfere with what was salutary. He adopted every means of cultivating social intercourse with the Americans, and at length crowned his work with the Reciprocity Treaty, which has proved eminently beneficial to both countries.

There are people who contend that Lord Elgin was a shallow man, whose good qualities all lay upon the surface; but this we apprehend to have been a mistake. His career was not perhaps as brilliant or important as if he had taken part in politics in England, and it may be alleged that he refrained from entering the strife of the House of Commons from a fear of failure. It is doubtful whether he was naturally disposed to rush into the hurly-burly of active combat; but he had sufficient firmness and self-command to sustain him in almost any position in which he could have been placed, and there is no reason to doubt that the tact and grace which marked his oratory, the knowledge of men and of public affairs which made him a good administrator, and his admirable temper, would have raised him high in the home councils of the Empire. He was offered a seat in the Cabinet by Lord Palmerston at a critical time, but the office was refused, it was said, because Lord Elgin did not believe that the Government could stand, but probably because he thought he would have a better field for his abilities under Lord Derby. Lord Palmerston is believed to have been offended by the refusal, and though it has been frequently reported since that the offer was renewed, we have no confirmation of the statement. Every mark of honour, apart from a seat in the Cabinet, was, however, bestowed on Lord Elgin by the Palmerston Government, and he finished his career in the most lucrative and responsible office in the gift of the Crown. The chief reason for Lord Elgin refraining from public life in England was his poverty. A descendant of Robert the Bruce, and allied to the highest nobility in the kingdom, he was almost without income, and he sought employment abroad with the laudable object of re-establishing the fortunes of his house. He dies with his work, in all probability, but half completed. Had he lived, he might possibly have been able to take his place in the House of Lords, on a level, in point of fortune, with a portion of his peers, and to have passed the weight in the council of his Sovereign which his intimate knowledge of all the dependencies of the Empire was calculated to secure. This was the goal of his ambition. Man proposes, but God disposes. We submit, while we grieve. He was a sincere and an enlightened friend of Canada, and many Canadians will join with us in this humble tribute to the ablest and most enlightened ruler to whom the destinies of this colony has ever been entrusted by the Crown.

THE CAWNPORE MEMORIAL.

During the visit of our former governor general, Lord Elgin, early in the year to the North West Provinces of India, he performed a sad yet interesting ceremony at Cawnpore. From a *Times* correspondence we make the following extracts, giving an account of the proceedings:—

After visiting Allahabad, Lord Elgin reached Cawnpore. It is no mere fancy, no result of horror at the events with which the place is ever associated, that makes men speak of this station as "accursed." It has always looked so, with its filthy mudhouses and mean shops, containing a population 70,000 people, with half-sandy, half-loamy hillocks all around, with clouds of dust sweeping along every road and eternally resting over the place. It has always been a hated station, and now more so than ever. Let me recall the dates, and outline the events of 1857. On the 6th of June of that year the siege fairly began of the small garrison who, under General Wheeler, were defended by a mud wall and ditch, the former only 4ft. high and at the whole such as the worst rider could take at an easy leap. No less than 100,000 natives filled the city and military bazaars; guns and ammunition abounded; Mussulmans served the former as well as our own artillerymen, who had trained them, and yet, after 20 days' siege, Nana Sahib and his cowards could take the place only by the foulest stratagem. Those who perished in these 20 days were buried in a well close to the intrenchment, where, when I last saw it, there were only a few simple crosses erected by the pious hands of comrades of the soldiers who had fallen. Over it has now been erected a massive Iona cross, on an appropriate basement. On the face of the cross is inscribed:—

"In a well under this cross were laid, by the hands of their fellows in suffering, the bodies of men, women, and children who died hard by, during the heroic defence of Wheeler's intrenchment when beleaguered by the Rebel Nana, June 6 to 27, 1857."

On the face of the pedestal of the cross is written:—

"Our bones are scattered at the grave's mouth, as when one outteth and cleaveth wood upon the earth; but our eyes are unto Thee, O God, the Lord."—Psalm cxli.

This well was consecrated by the Bishop of Calcutta on Friday, the 13th of February.

But the most solemn service at which the Viceroy was present was two days before at the Slaughter-house Wall, where from 120 to 130 of our women and children were mercilessly butchered. On Saturday, the 27th of June, 1857, the doomed garrison, under promise of protection, made over their guns and treasure to the Nana,

and at sunrise began their march to the Sutte Chowra Ghat on the Ganges, about a mile off, where the previous day three of their number had seen and approved 24 boats prepared for their reception. The Ghat was surrounded by guns concealed, and parties of Sepoys with loaded muskets. You know the story. While a quarter of a mile away, the obese Nana, with an anxiety unlike his passive race and contrasting with his foul corpulency, was hastily pacing up and down waiting for the issue; a bugle sounded, grape and shot poured into the boats, which the false crews also set on fire, and only after an hour's massacre, from 9 to 10 in the morning, did the Nana give the order to spare the women and children who yet survived. To them were afterwards added the ladies and three of the officers of the party from Futtehghur, and all were confined for a day or two in one house, and then removed to the Beebeeghur, as it was called, a slaughter-house which we afterwards levelled with the ground. Here, with clothes received from the native washermen, and fed at first on native food, but subsequently allowed meat and milk, the miserable captives spent another fortnight, till the 15th of July, when five surviving men were shot, and from 6 to dark five men were sent in by the Nana, who was in the next house, now an hotel, and ended their misery. Not ended, for next morning, when these butchers went with some sweepers to throw the bodies into the well, three or four ladies were yet alive, and two or three children ran round the well to escape the fiends, while thousands looked on and never raised a finger to save. The facts were all vouched for at the investigation conducted by Government, and are to be found in hideous detail in the "Synopsis of the Evidence taken at Cawnpore regarding the Revolt at that Station in June and July, 1857." In these months, no less than 1,000 Christians perished in Cawnpore. Only seven Englishmen and East Indians, twelve East Indian women, and six loyal natives, who were in the intrenchment, escaped the fate that overtook the rest. Remembering this, how solemn were the memories which crowded on the Christians who took part in the consecration service at sunset on the 11th of February. What was a barren desolation when I saw it, is now a smiling garden—almost a pleasure ground—in the midst of surrounding sterility. No one of the thousands of natives who crowded to witness the scene was admitted within the enclosure. Lord Elgin stood on the steps of the platform erected round the well. The monument consists of an octagonal Gothic screen, designed by Colonel Yule when Public Works Secretary, on a platform which encircles the well. The well itself within is vaulted over, and covered with a pedestal which awaits the statue Lord Canning promised to order from Baron Marochetti. Round the rim of the well and within the screen is written:—

"Sacred to the perpetual memory of a great company of Christian people, chiefly women and children, who near this spot were cruelly massacred by the followers of the rebel Nana Dhoondopunt, of Bithoor, and cast, the dying with the dead, into the well below, on the 15th of July, 1857."

Beside the Viceroy stood the Commander-in-Chief, and around were all the high officials of Oude and the North-Western Provinces. The event, like the sorrow, was a national one, and "on the part of the Viceroy and the Christian subjects of Her Majesty Queen Victoria," Mr. Thornhill, commissioner of Allahabad, whose brother's bones lay below, and who, with the skill of a born architect and the zeal of pious love, has devoted his whole energies to make the monument and grounds what they are, read Lord Elgin's memorial to the Lord Bishop, as follows:—

"Showeth,—That the present Memorial building, erected over the well into which were cast the remains of a great company of Christian people, cruelly put to death near this place on the 15th day of July, in the year of our Lord and Saviour 1857, together with two enclosures containing the graves of soldiers who died in the same year, the one situated at the distance of 60 yards to the south-west of the said Memorial building, containing a little more than half an acre of ground, and the other situated at the distance of 45 yards to the south-east of the Memorial building aforesaid, have not been consecrated. Wherefore it is desired that your Lordship should now, by virtue of your pastoral and episcopal office, assign and consecrate the said Memorial building, and the said enclosed burial-places, and separate them from all profane and common uses.

"ELGIN AND KINCARDINE."

The Bishop, his chaplain, the Archdeacon, the chaplain of Cawnpore, and others, followed by the Viceroy and all the Christians present, thereupon proceeded round the grounds, chanting that service which, always solemn, seemed clothed with a sublimity unusual when performed amid such associations. None who took part in it will ever forget it, as the full soldiers' voices rolled out the 90th Psalm in the metrical version. The Bishop's address befitted the occasion, and suggests many a reflection on the present prosperous state of our empire five years after an occurrence intended to sweep us from Asia.

V. Educational Intelligence.

CANADA.

— **TORONTO GRAMMAR SCHOOL.**—The semi-annual public examination of the pupils attending the Toronto Grammar School, Nelson Street, took place on the 22nd inst., in the presence of a considerable number of persons interested in the educational progress of the pupils. The private examination for prizes had taken place during the previous week, and the examination yesterday was simply to give parents and guardians an opportunity of judging of the advance made by the scholars. This appeared to have been very satisfactory indeed, for they answered the questions put to them in the various branches with promptitude and correctness. After the Christmas holidays the Grammar School will be removed to Mutual street, and reopened under the rectorship of the Rev. Arthur Wickson, LL.D., late Classical Tutor and Registrar in University College, Toronto.

— **TORONTO COMMON SCHOOLS.**—The semi-annual examinations of the common schools of this city took place on the 23rd inst., prior to the customary Christmas vacation. Rev. Mr. Porter, Local Superintendent, visited all the schools during the day. As the weather was all that could be desired, a large number of the parents and guardians of the children visited several of the schools, and were evidently interested in the examinations of the children, which on the whole were exceedingly creditable. The attendance of the children at the various schools was very good, and as they were dressed in their holiday attire, they presented a cheerful and happy appearance.

— **ST. JAMES' PAROCHIAL SCHOOL, TORONTO.**—The Christmas examination of the St. James' Parochial school, corner of Adelaide and Church streets, took place on the 22nd inst., in presence of the Lord Bishop of Toronto and a large number of visitors, chiefly members of the congregation attending St. James' Cathedral. The proceedings, consisting of recitations, &c., were very interesting and appeared to give much satisfaction to all who witnessed them. The school is well attended, the aggregate during the present year being 180. The average attendance in the senior department was 65, and in the junior 74, and the attendance at the examination was 165. The school is well conducted by Mr. Fredrick Warwick head-master, and Miss Ellen Willson, assistant.

— **BOYS' MODEL SCHOOL PRESENTATION.**—Mr. J. C. Disher, teacher of the second division Model School, was yesterday presented by his pupils with a handsome and valuable walking cane. The presentation was made in the presence of the whole school, and a very flattering address was read by Master Alex. Henderson. Mr. Disher replied at considerable length, and the pupils were dismissed for the afternoon.—The boys of the first division of the Model School also presented their teacher, Mr. Carlyle, with a handsome walking-cane, and Mrs. Carlyle with a neat work-box. Master McPherson made a short address, to which Mr. Carlyle made a touching reply.—The girls of the second division surprised Miss Adams by leaving on her desk a very beautiful album, containing an affectionate note.—*Leader.*

— **UNIVERSITY OF TRINITY COLLEGE.**—The annual general meeting of this association was held at the College on the 17th inst. The ordinary business of reading the minutes, &c., having been transacted, the committee appointed to collect subscriptions for the purpose of paying off the Bishop's portrait, viz., Messrs. Paterson and Harrison, then handed in their report stating that they had received \$60 towards defraying the debt; and were desired by the meeting to continue their exertions. The committee appointed at the last meeting to consult with the College authorities with a view to the formation of a Grammar School in connection with the College were unable to present a written report, owing to the absence of the chairman, but Mr. Broughall, one of the committee, informed the meeting that it had been decided at present to take no steps in the matter, and further stated that the Rev. Mr. Williams, a graduate of the College, had increased his school and by the assistance of masters were enabled to prepare those intending to matriculate at the College. Other business, immediately connected with the association, having been disposed of, the election of officers for the ensuing year was proceeded with, and resulted as follows:—President, Mr. O. Robertson, M.A., re-elected; Vice-President, Rev. R. Sanders, M.A.; Treasurer Mr. James Henderson, B.A., re-elected; Secretary, Mr. C. W. Paterson, B.A., re-elected; and general committee. A vote of thanks was then given to the office-bearers of the past year, the Toronto Church Choral Society and Mr. Sefton, for their kind assistance at the choral service on Wednesday evening, and those other gentlemen who kindly exerted themselves for the success of the service. The meeting then adjourned.

VI. Departmental Notices.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, &c. &c.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

☞ Catalogues and Forms of Application furnished to School authorities on their application.

NEW MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; a Map of Steamship Routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and just published under the supervision of the Educational Department for Upper Canada. Price \$6.

NO PENSIONS TO COMMON SCHOOL TEACHERS
UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "*That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*" No pension will be granted to any teacher who has not subscribed to the fund, in accordance to the preceding regulations of the Council of Public Instruction.

SCHOOL INK WELLS.

THE following INK WELLS have been manufactured in Toronto and are for sale at the Educational Depository:—

No. 1. Plain Metal Ink Wells, with covers, per doz. \$1 50

No. 2. Improved Metal Non-evaporating Ink Wells, per doz. . . 3 00

No. 1 is a wide-mouthed well, designed to be let into the desk. It has an iron cover to screw over the top so as to prevent the dust falling into the ink.

No. 2 consists of three pieces: A circular piece to let into the desk, and to be screwed to it; it has a rim on which the well rests; over this is placed a cap which covers the top of the well. It has a small aperture for the pen, covered with a movable lid.

It possesses the following advantages:—

1. The ink is not liable to be spilled;
2. It effectually protects the ink from dust;
3. It prevents evaporation, owing to the covers and the small size of the aperture;
4. It has facilities for cleaning, but, the cover being screwed down, does not allow the pupil to take it out at his pleasure.
5. It is not, like glass, liable to breakage.

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All communications to be addressed to J. GEORGE HODGINS, LL.B.,
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